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UNIVERSITY OF ALBERTA

LEVELS OF SATISFACTION WITH ONE SMALL RURAL JURISDICTION

by

ROGER RYMHS

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

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ABSTRACT

This study was conducted to determine how satisfied parents, students, and teachers were with the operations of their schools. Four areas of operation were the subjects of this study: curriculum and instruction, communications and information, school climate, and facilities.

Data were gathered by means of three questionnaires distributed to the three publics in March. Respondents from nine schools in one jurisdiction participated in the study. Questionnaires were given to all grade six, eight, ten, and eleven students and their parents, as well as to all teachers in the jurisdiction.

The data were organized according to the groups of respondents involved, the categories of operation, and according to the level of satisfaction expressed. The ranges of satisfaction levels were used to identify and analyze the perceived strengths and weaknesses of the system and some comparisons of satisfaction levels among groups were made.

Generally, the level of satisfaction with schools in the system is relatively high. Teachers expressed the highest level of satisfaction, students the lowest, with parents being somewhere in between the two. Elementary students expressed a higher level of satisfaction than did the other two groups of students.

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Thank you to my wife Betty, for her encouragement and support, and to my daughters Trisha and Deena, for assuming additional responsibilities during my lengthy

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CHAPTER I

IDENTIFICATION OF THE RESEARCH PROBLEM

Introduction

The role of education in Canada, indeed internationally, is perceived to be in a state of flux. The information explosion and the new technologies are having profound effects on education. In the last decade, education styles, strategies, and philosophies are being scrutinized as never before. If nothing else, the numerous studies and reports that have been conducted stand as testimony to the widespread concern about the effectiveness of public schooling. School Boards are very cognizant of their public's concern with the quality of education being delivered in their systems. Board members wish to be kept well informed about perceptions of the current status, enabling them to anticipate the focus for future directions.

This study is directed at doing precisely that--providing one Board with an in-depth report of the stakeholders' level of satisfaction with the status quo, thereby providing direction for the future of education in this system.

The Problem Statement

School districts have established policies outlining the format and the regularity of assessments of the schools within their boundaries. Schools are evaluated on the effectiveness and efficiency of their programs, and on the adequacy of resources and facilities. Due to time and financial constraints, this is done on a cyclical basis resulting in a fragmented understanding of the status of schools. This study was conducted in all the schools in the district, thus providing for a total picture.

The study was designed to determine how satisfied the students, teachers and parents are with schools in the Spirit River School Division #47. It probed for indicators of satisfaction levels within the four facets of operation of schools -- curriculum and instruction, communications and information, school climate, and resources and facilities.

Research Questions

1. What is the students' level of satisfaction with the current curriculum and instruction, communication and information, school climate, and resources and facilities in the school they are attending?
2. What is the teachers' level of satisfaction with each of the four questions identified above?

3. What is the parents' level of satisfaction with each of the four categories?
4. What are the recommendations based on the data collected?

Background

The proposal for this study was developed as a result of the researcher's interest in the current satisfaction levels of the various publics with the educational direction which the Spirit River School Division is pursuing. The support which the board, central office administration, school administrators, and teachers gave this researcher during the process reflects their interest in the study, particularly so since six of the seven board members are new to their positions, as are nine of thirteen administrators. The findings of the research may well yield beneficial insight for all concerned in terms of the development of a more thorough understanding of the existing situation, thereby providing a blueprint for the future.

To elaborate briefly on the school system which is the focus of this study, the Spirit River School Division #47 is located in northern Alberta, north of the County of Grande Prairie. Its western boundary is the British Columbia border and on the east side it is confined by the Smoky River. It is a relatively sparsely populated area

covering approximately 3500 square miles with a resident student count of 1,290 as of September, 1989. Agriculture is the primary economic activity.

The Board operates nine schools, many with different grade configurations ranging from one totally elementary school to a K-12 combination. Three of the schools offer senior high school programs. Declining enrolments, phenomena characteristic of most rural schools in Alberta, are having a significant impact on school programs. Careful planning in view of changing circumstances is essential.

Significance of the Problem

Through documenting the publics perceptions of the education being delivered by this Division, proactive strategies may be developed to address future developments. In the short term, however, there will also be an opportunity for reaction to quell specific current concerns. Through this study, strengths and weaknesses were identified, providing vested interest groups with the opportunity to discuss their concerns and to work toward mutually agreeable solutions.

Ultimately and ideally, the goal would be to eliminate all elements of dissatisfaction. The goal of this Division is, and will remain, that of providing each and every student within its jurisdiction with the best

education that it is capable of providing. The findings arising from this study can only enhance progress toward this goal, leading to the development of effective schools.

Assumptions of the Study

One major assumption was that the students', parents', and teachers' perceptions of effective schools parallels that of the definition given in this study.

Another assumption was that the questions asked in the questionnaire were pertinent to the category under which they appear.

Finally, it was assumed that having the questionnaire administered only to grade six students at the elementary level would result in a reasonably accurate assessment of satisfaction among all elementary students.

Limitations of the Study

A limitation of the study was the accuracy with which respondents interpreted the questions. Although every effort was made to eliminate item ambiguity, potential for misinterpretation still exists.

Lack of experience in designing questionnaires was also a limitation. A pilot study was conducted in an effort to minimize these limitations.

Finally, since random sampling was not employed, the results are not generalizable to other jurisdictions.

Delimitations of the Study

This study was concerned with perceptions in one rural school district, a school district which is unique in many respects. Subsequently, the findings may not be indicative of perceptions in other districts in the province.

Additionally, all findings were applicable to the system only and not to any one individual school unless so identified.

Definitions of Terms

Effective School is an educational institution which exhibits the following characteristics: strong administrative leadership, high expectations for student achievement, an orderly but not oppressive climate conducive to learning, a focus on pupil acquisition of basic skills, frequent monitoring of student achievement, and resources that can be focused on the fundamental learning objectives of the school (Clark, Lotto & Astuto, 1984).

Parent is the natural parent, step-parent, or guardian.

Teacher is an individual meeting certification requirements as a teacher and currently under contract with the Spirit River School Division.

Summary

Chapter I has provided the introduction to the study, the problem statement, and the specific research questions that are being addressed. The background and significance of the study provided additional information. The assumptions, limitations, delimitations, and definitions of terms served to clarify the terms of this study and its findings. Chapter II reviews some of the literature and research available, addressing variables specified in the questionnaires. The research design, data collection techniques, and research procedures are outlined in Chapter III. Chapter IV contains an analysis of the data obtained, followed in Chapter V by a discussion of the themes which emerged from the analysis. Chapter VI provides a summary of the study, some personal reflections, and implications for practice and future research.

CHAPTER II

A REVIEW OF RELATED LITERATURE AND RESEARCH

A review of the literature and research related to the variables addressed in this study focuses chiefly on the topics of effective schools, the importance of communication in the education process, the effect of facilities on student achievement, and the governance and leadership role of school boards as crucial agents for school improvement. An analysis of the variables referred to reveals that, essentially, this study is a test of the effectiveness of schools. However, the literature on effective schools does not adequately address the impact of communication, facilities on, and the role of boards in student learning; therefore, supplementary information on these topics is gleaned from other sources.

In this decade, perhaps more so than in any previous one, there has been much public concern expressed over the lack of student success at school. Educators gratefully acknowledge the criticism leveled against schools as an energy source from which long-needed improvements can generate. This has led to concentrated efforts by researchers to determine characteristics of schools that result in improved student learning and

achievement. There now exists a large body of information from which practising administrators and teachers can draw ideas in their improvement efforts. The new and expanded knowledge base serves as a springboard for pursuing relevant questions and increasing prospects of continued progress in the field.

Effective Schools

What is it that makes a school effective? Numerous writers researching this topic have noted similar findings on the factors associated with school effectiveness (e.g. Rutter, Mortimer, Ouston & Smith, 1979; Weber, 1971; Brookover, Beady, Flood, Schweitzer & Wisenbaker, 1979; Purkey & Smith, 1983; Edmonds, 1982; Lyons & Sheathelm, 1988). Rossow (1990) states that over 2,700 research findings related to effective schools have been identified. The research on teacher and school effectiveness is broad, diverse, and sometimes over-simplified, but these studies and reviews have provided impetus for major school reform efforts throughout North America in recent years.

Gibbons (1986, p. 1), in an evaluation report of the Ohio School Improvement Program, states that "an effective school is one in which all pupils, regardless of socioeconomic status, succeed in acquiring a mastery of basic skills, particularly in reading and mathematics." Edmonds (1982) drew from his experiences in studying

schools which he found to be more effective than others serving comparable student populations. He identified five characteristics which have become the benchmarks of the effective schools movement: strong administrative leadership; high expectations for student achievement; a safe and orderly environment conducive to learning; an emphasis on basic skills acquisition; and, frequent monitoring of student progress. Other reviews have resulted in somewhat different lists of characteristics, but there exists a certain level of parallelism and commonality among all of them. Fleming (1984, p. 10), in her evaluation report of the effective schools project implemented in 20 Cleveland schools, notes: "Refinement of effective schools characteristics, therefore, continues to be a focus in the literature . . . it is likely that other lists will be presented." Fleming (1984) concludes by stating that "it appears safe to conclude that whatever the lists to be promulgated, the branching of factors into 'structure' and 'process' helps to clarify what makes a school effective" (p. 10).

To provide insight into how effective schools can bring about improvements to education requires a closer examination of the desirable characteristics identified. Sergiovanni (1987) describes leadership metaphorically as a set of forces: technical, human, educational, symbolic,

and cultural. Montgomerie, McIntosh, and Mattson (1988), state that they, on the basis of:

> . . . . our own findings and the literature on effective schools, . . . and on discipline, support the contention that firm and fair discipline is indeed a significant feature of effective schools . . . . Order and discipline form a necessary foundation on which to build an effective school. (p. 130)

Fleming (1984) notes that in effective schools, high expectations are set for the students and staff. School is seen as a place where students learn. The work of students is monitored and communicated to students and parents regularly. This is all accomplished in an atmosphere that is safe and orderly without being oppressive. There is the expectation that those in leadership roles will "use a fair and firm approach to discipline -- all the while carrying out their many other duties with efficiency, excellence and panache" (Montgomerie et al., 1983, p. 131).

The importance of school climate, for example, is illustrated in an article by Fris (1989) who acknowledges the effects of the efforts of one principal. Fris contends that "the staff of Londonderry Junior High School (Edmonton, Alberta) has found that an inviting climate reduces student alienation and failure, increases student and faculty morale, and encourages human potential" (1989, p. 27). Fris attributes the development of this positive climate to the principal's honesty and fairness in his dealings with students and staff, and to the interest that

he demonstrates in them as individuals as well as to their school careers. This makes people feel good about themselves which is subsequently reflected in their behavior. Many school practitioners and reformers have already embraced the precepts of the effective schools model; others remain more skeptical.

Criticisms of Effective Schools Research

There have been some alarms sounded with regard to the depth and validity of effective schools literature -- a positive factor in the promotion of a healthy perspective for the research field. Purkey and Smith (1982) caution against a blanket acceptance of the findings as being applicable to all settings (p. 66). Much of the existing research was conducted on urban elementary schools with successful reading and/or mathematics programs. This condition in itself limits the generalizability of the research.

The applicability of the findings to the high school level is questionable. Firestone and Herriot (1982) note that "there are systematic organizational differences between levels that seem to preclude generalizing from one to the other" (p. 53). More studies are needed to determine how to promote achievement at the secondary level.

Purkey and Smith (1982, p. 67) also caution against accepting and/or attempting to institute all of the characteristics associated with effective schools. This in itself would not be sufficient to make a school effective.

Ralph and Fennessey (1983) suggest many concerns already shared, adding that "three problems crop up persistently in these studies: observer bias, the paucity of verifiable evidence for empirical claims, and the lack of control variables" (p. 691).

In investigating the agreement of effective school and school improvement literature, Clark, Lotto, and Astuto (1984) also express concerns similar to those already presented.

Purkey and Smith (1982), despite the criticisms noted earlier, are supportive of the findings, as evidenced in their statements which follow:

> Specific criticisms of particular studies and methodologies notwithstanding, and disregarding a number of inconsistencies in the findings, there remains an intuitive logic to the results of the research. Flaws in the original research should not discredit the notion of discovering effective school characteristics -- seeds for school improvement that can be sown elsewhere. (p. 66)

Sweeney (1982, p. 352) expresses a similar sentiment, sharing some concerns, but acknowledging the widespread acceptance of effective schools research by both policy makers and practitioners in the field.

Different studies have produced diverse lists of factors associated with effective schooling, some common to

all. Whatever the factors, they are not in themselves a quick recipe for success. The ultimate effectiveness of a school is related to a multiplicity of factors and forces which are the subjects of discussion in the sections which follow in this review.

The Principalship

No study of the effectiveness of schools would be complete without reference to the role of the principal. "Effective schools are the result of the activities of effective principals" (Ubben & Hughes, 1987, p. 3). Effective principals successfully match their actions to goals with goals subsequently advanced (Sergiovanni, 1987). Principals in effective schools manifest strong leadership attributes, value and maintain an orderly atmosphere, emphasize the achievement of their students, and emphasize the need for frequent evaluation of student progress toward stated goals of schools (Ubben & Hughes, 1987), this conclusion being based on the studies of Weber (1982), Edmonds (1971), and Brookover et al. (1979). Sweeney (1982) concurs by stating that "school effectiveness is enhanced by principals who emphasize achievement . . . provide an orderly school atmosphere, and frequently evaluate student progress" (p. 350). "In unusually effective schools, active leadership creates a school climate in which success is expected, academics are

emphasized, and the environment is orderly" (Squires, Huitt, & Segars, 1983, pp. 6-7).

Rutherford (1986) points out that a five-year study of principals concluded that there are distinctions between more and less effective principals. Effective principals seem to have a more thorough understanding of and a clearer vision for their schools. It is this vision which guides the development of goals and expectations for all parties concerned -- students, teachers, and administrators. The principal's vision for the school is indicative from the direction toward which he/she guides the school. If this vision is to become reality, it must be communicated to district administrators, teachers, students, and parents (Manasse, 1982). These visions are subsequently translated into well developed, clearly stated goals. Effective principals' actions are guided by the goals they set and the beliefs they have about the most appropriate means to reach these goals. The manner used to execute all the responsibilities which the principal assumes is highly dependent upon his/her leadership style. Past experience, personal values, the views of subordinates and superordinates, and community expectations all influence behavior.

Forces of Principal Leadership

Sergiovanni (1987) identifies five forces of leadership of the principal: technical, human, educational, symbolic and cultural. Attention is drawn to the fact that the first two have dominated leadership literature in recent times, but the latter three have not been receiving the deserved attention. Sergiovanni states that principals who were the subject of some studies "spent a greater portion of time in the office, responding to communications and being otherwise engaged in office work. Instructional leadership categories, by contrast, received considerably less attention" (1987, p. 8). Effective principals were able to decrease time needed for problems of student behavior and were thereby able to devote more attention to the other areas of responsibility, including the educational and cultural domains. "These principals credit this fact to their ability to delegate, to have capable assistant principals, to having faith in the competence of others, and to concentrating on priority goals" (Sergiovanni, 1987, p. 8).

Much more work remains to be done in this area; in a review of three recent Alberta research projects providing information on principals' perceptions of their tasks, Holdaway (1988) made some rather startling discoveries. Involvement of principals in evaluation of instructional programs and management of instructional

resources was only at approximately 50 percent level. Holdaway goes on to state that "while the proposition that principals cannot be expert in all subject areas (e.g. physics) and cannot be heavily involved in all tasks is defensible, denial of the need for principals to be active in the overall improvement of programs and instruction is unacceptable" (1988, p. 3). Holdaway also quotes other notable educators who support his position that principals must become so involved if schools are to become more effective and that emphasis on traditional tasks is not sufficient if real improvements are to come about. It is the interrelationship of all five forces that can create effective leadership.

Educational leaders are those skilled in instruction. They possess expert knowledge about matters in education and schooling, assuming the role of clinical practitioners in diagnosing educational concerns, counselling teachers, and developing curriculum (Sergiovanni, 1984). Odden (1987) concurs with Sergiovanni's view, stating that effective principals:

> . . . enhance effective teaching practices, for example, by assuring more time for instruction and fewer class intrusions, assigning students to groups and classrooms to get a pupil mix conducive to high learning, and developing curriculum that is coordinated and articulated across grades and programs. (p. 37)

They help teachers use effective teaching strategies in

their classrooms and sanction and reward teachers' efforts to improve learning.

Technical leadership is very much a management role, the function of manipulating situations and strategies to achieve optimum effectiveness. Knowledge of planning and time management techniques, as well as a command of current leadership theories and organizational structure is utilized to plan, organize, coordinate, stimulate and schedule the total life of the school (Sergiovanni, 1984).

Various studies conducted in recent years draw attention to the significance of symbolic leadership. To Sergiovanni (1984), the symbolic leader "assumes the role of 'chief' and by emphasizing selection attention (the modelling of important goals and behaviors) signals to others what is of importance and value" (p. 7). Symbolic leaders stand for certain principles and ideals. The symbolic leadership role involves spending time with people, down-playing management concerns in favor of focusing on the purpose of the organization.

The human leader possesses "people skills." There is an understanding of the potential of those being supervised, their readiness for growth is assessed, and opportunities are provided for their creativity and development. Through emphasis on human relations, interpersonal competence, and motivational technologies,

the leader provides the needed support to the human organization to build and maintain morale (Sergiovanni, 1987).

The significance of organizational culture cannot be underestimated. Mayo's findings through the Hawthorne Studies merit consideration (Owens, 1988). In these studies, it was determined that employees develop a set of implicit group norms that influence and perhaps even restrict the levels of performance of an individual or a group. Research of effective schools has identified the culture of a school as an important effectiveness variable (Sergiovanni, 1987). It has been shown that the organizational culture of an academically effective school includes a set of norms that emphasize academic effort and accomplishment. The function of the principal is to define, strengthen, and articulate the values, norms, and beliefs at every possible opportunity. As Snyder (1988), in her brief presentation on productive work cultures, notes:

> In the best schools, everyone seems to know what is important in a given year. Somehow in good schools the focus for school development finds its way into all publications, bulletin boards, hallways, ceremonies, activities, and events. In other words, the goals pervade the culture. In not-so-great schools, only some of the people know what the goals are for a given year, and a commitment for achieving those goals is lacking. (p. 40)

A Climate Conducive to Learning

In effective schools, students come to school to learn. "The seriousness and purpose with which the school approaches its task is communicated by the order and discipline it maintains in its building" (Purkey & Smith, 1983, p. 445). Obviously, learning is not likely to take place in a noisy and distracting environment. Well defined and well expressed rules, applied fairly and consistently, reduce behavior problems that may interfere with learning. The ultimate goal is one of promoting feelings of pride and responsibility in the school community.

Reid, Hopkins, and Holly (1987) provide a summary of elements with which a favorable school climate is associated, the list having been compiled from a review of the findings of various researchers. This exhaustive list includes the following:

1. An atmosphere of order, purposefulness, and pleasure in learning.
2. A cooperative atmosphere in the school.
3. Joint planning by teachers in staff development programs.
4. An efficient, coordinated scheduling and planning of activities, resources, and people.
5. A general sense of educational purpose.
6. A strong school spirit.
7. Students sensing that the school as a social system is not a meaningless environment in which they can exert little control over what happens to them.
8. Staff consensus on the values and aims of the school as a whole.
9. The establishment of clearly recognized principles and guidelines for student behavior.

10. A formal attitude and expectation for academic success coupled with specific actions which emphasize those attitudes and expectations.

Establishing such a climate within the classroom is the responsibility of the classroom teacher. The Rutter study (1979) reinforces the importance of students' engagement and success, and of the teachers' planning and managing instruction. Squires et al. (1983) note that classroom behavior was much more appropriate when teachers were in classrooms on time, had developed good plans for lessons, executed the plans with diligence, and directed their attention to the class as a whole. There is a direct suggestion that structured classrooms in which activities are well planned in advance and students' attention to the lesson is high contribute to building a climate conducive to learning. A report entitled "An Evaluation of the McRel Effective Schools Program" (1985), which is essentially an evaluation of the Denver effective schools program, contends that "classrooms with a climate which stimulates student attitudes toward learning, heightens students' confidence, and communicates a sense of student control over personal destiny can facilitate learning" (p. 5).

Standards of behavior reinforce a school climate when they are modelled by the school staff. Explicit behavior of this kind serves to remind students of what is valued in the school. Positive models convey what is valued through what they do. Sensitivity to the needs of

students, punctuality, and giving of one's time to help students are but a few obvious examples.

Effective Schools' Program Emphasis

A major task of the school administrator is developing consensus on an academic focus. Schools have many purposes and goals. Alberta Education sets the schooling requirements for this province. It is the focus of school programs that must be addressed. Squires et al. (1983) state that "if schools are not successful in teaching most of their students these basic skills, then they probably will not be considered successful by students, parents, and the school board" (p. 7). The emphasis on effective schools is on reading/language arts and mathematics, as these comprise the majority of the standardized tests. "Standardized tests provide a reliable and valid indicator of school outcomes" (Squires et al., 1983, p. 7). Testing does not tell the whole story, nor is it the only valued result of schooling, but it is an indicator of predictable outcomes. Squires et al. (1983) assert the importance of standardized tests for three reasons:

> First, student achievement on standardized tests generally predicts achievement for succeeding years, and gains or deficits in standardized tests tend to have a cumulative effect when viewed across a number of years.

> Second, because of public acceptance, standardized tests are an important measure of educational outcomes.
>
> Third, schools that achieve above expectations on standardized tests also tend to succeed in other important areas such as attendance, student self-concept and participation, lack of student disruption and vandalism, and low incidence of delinquent behavior in the community. (p. 7)

For these valued reasons, instruction in the basic skills is primary, although not the only goal of effective schools.

Instructional Practices in Effective Classrooms

Brookover, Beamer, Efthim, Hathaway, Lezotte, Miller, Passalacqua, and Tornatzky (1982) summarize the research findings to provide a list of the ideal instructional practices in effective schools. In considering the presentation of these practices, their importance supersedes the risk of repetitiveness.

1. School goals, of which priority is attaining mastery of identified instructional objectives by all students, are clearly stated.
2. Standards for mastery of instructional objectives for all students, and procedures for certifying attainment of those standards, are clearly stated.
3. Instructional objectives for each grade level are clearly stated and reflect the school's goal of basic skill development.
4. Professional staff recognizes and accepts the priority of mastery of instructional objectives for all students.

5. There is an effective program of structured direct instruction incorporated into mastery learning strategy (Bloom, 1976) for achievement of objectives by all students.
6. There is an orderly, relatively quiet, work oriented atmosphere reflecting effective school and classroom discipline.
7. The use of the instructional program results in a high percentage of the school day as "academic engagement time" for all students.
8. There is use of academic competition to promote peer learning and motivation.
9. There is use of reinforcement principles contingent upon expected learning conduct.
10. Ongoing monitoring of student progress, including diagnosis and regular feedback to pupils is carried out. [Elaborated upon in a following section.]
11. Diagnostic information is utilized in planning corrective instruction.
12. Accurate record keeping of mastery of objectives by all students is required.
13. School-wide data is used for evaluating and improving the schools' instructional program.

This list is a composite of the characteristics of effective schools, representing an ideal prototype.

Expectations of High Levels of Achievement

Teachers in effective schools believe that all students can learn no matter what their backgrounds are (Squires et al., 1983; Brookover et al., 1982; Edmonds, 1982; McCormack-Larkin & Kritek, 1982; Murphy, Weil, Hallinger, & Mitman, 1982).

Expectations for success help to reinforce an academic emphasis in schools. Students in effective schools have a certain perception of the school which enhances achievement. They view the school as a helpful

agent in mastering academic work. It is the teachers' behavior and the principal's leadership that help mold this perception. Research on achievement motivation suggests that students can learn to succeed if the appropriate influence exists (Squires et al., 1983). Reid et al. (1987) suggest that regular praise for the recognition of good behavior and achievement, openness and honesty from teachers about their problems with students, consideration of pupils' perceptions, encouraging pupils to take an active part in the daily life of the institution, and using punishment wisely and sparingly are but some of the factors strongly associated with high achievement in schools.

Students in effective schools know what is expected of them and believe that they can measure up to expectations. The symbolic and cultural roles of the principal and teachers, mentioned earlier in this review, play an important part in initiating and establishing these desirable perceptions.

The establishment of a school-wide positive ethos related to expectations of high achievement is the prerequisite for student success.

Monitoring and Evaluating Student Performance

In effective schools, students work on daily work assignments, and periodic review is closely, frequently, and promptly monitored. Corrective feedback must be provided rather than a simple indication of responses being right or wrong (Squires et al., 1983). An analysis of the results leads to assessment of instructional techniques and modification of these when students' results indicate that this is desirable.

Zerchykov (1984, p. 61), in his compilation of research findings, places an emphasis on the importance of monitoring progress, not just aggregate levels of achievement. Effective schools have a data base, a record of student progress which tells them what is working and what is not. Research studies have shown that monitoring is one factor that does make a difference (Zerchykov, 1984). Effective schools' monitoring entails individual charts of pupils' progress, rather than simply more and more testing. These schools use more diagnostic testing upon which performance objectives and progress measures are made, and more use of standardized tests for placement and evaluation purposes (Zerchykov, 1984). To summarize, teachers in effective schools use multiple assessment methods.

The consideration of the appropriateness of content, the frequency and type of testing, and the immediacy and adequacy of feedback are important concerns of effective schools. The latter principles also apply to the assignment of and feedback on homework assignments (Zerchykov, 1984).

Academically Engaged Time

Teachers, administrators, and researchers have long recognized time as an important factor in learning. Brookover et al. (1982) state:

> Numerous studies have demonstrated that a consistent difference of just a few minutes in active learning time will show up clearly in achievement differences between otherwise comparable classrooms. (p. 149)

Improving achievement by increasing active learning time is a major focus in effective schools. Obviously, if two students are in the same classroom and one is actively engaged for 80 percent of the time while the other is so engaged 40 percent of the time, there will be significant differences in their learning. For the teacher and the student, time is learning. Effective management of learning time includes: (a) modelling and developing for students an awareness of the importance of using time productively and reducing total time allocated to special activities (Brookover et al., 1982); and (b) reducing the time devoted to non-academic activities, thereby maximizing

time for academics and protecting instructional time from interruption and erosion, including starting and ending classes on time (Brookover et al. 1982; Fleming 1984).

Priftis (1984) proposes that students should spend over half their time working on tasks that provide high success. Priftis also suggests that where the possibility exists, use should be made of teaching assistants, parent volunteers, and peer and cross-age tutors to increase the amount of interactive time, thereby keeping engagement rates high.

Students who are academically engaged work on assigned tasks, pay attention, show enthusiasm, enjoy learning, spend a lot of time practising and reviewing skills, and frequently experience success in learning. Instructional strategies which effective teachers employ to ensure a high rate of academically engaged time include:

1. Establishing a goal focus for every lesson.
2. Structuring a lesson and giving specific direction on the task structure.
3. Teaching to the whole class initially, but also using small group an individual instruction.
4. Maintaining direct teacher involvement.
5. Providing teacher-student interaction opportunities during the whole class.
6. Making assignments challenging but not impossible.
7. Varying levels of difficulty of assignments so that all students experience success. (Brookover et al., 1982, p. 169)

Increasing academically engaged time entails running a structured, orderly, teacher-directed classroom

with an academic focus and with frequent monitoring of student task behaviors:

> Increases in the amount of time allocated to instruction resulting in higher proportions of active learning time -- will be greatest if approached and solved through the leadership of the principal and joint efforts of the staff. (Brookover et al. 1984, pp. 164-65)

Communication - School and Home

The adequacy of good communication between the home and the school has not been identified as one of the essential characteristics of effective schools. As Fleming (1984) notes, "the relationship between parental involvement and student achievement has not been established in the effective schools research" (p. 30). Zerchykov (1984) agrees, stating that "participation [by parents] is not a separate condition or factor for effective schools. Rather, it intersects and interacts with the other five factors common to effective schools" (p. 30). The importance of parental involvement in the schooling process cannot be underestimated. As Coleman and LaRocque (1989) state in their report on a study of some British Columbia schools, "Students are likely to benefit directly in schools which actively pursue parental integration" (p. 172).

Levels of Involvement

Zerchykov (1984) identifies parental involvement in schools at three levels: as advocates, as decision-making partners, and as co-production partners.

As advocates, parents are participants in activities designed to influence policy and to act as "watchdogs" to ensure that new directives are implemented. As decision makers, they serve on policy boards, advisory councils, and on various ad hoc committees, helping to make decisions about the implementation of policy directives. And as co-production partners, they are involved in activities that "contribute to school efforts to instruct pupils and raise pupil achievement" (Zerchykov 1984 p. 30). Examples of the latter include parent volunteers at school serving as resource speakers or being involved in home-school communications designed to make parents more informed of the school's objectives.

Traditionally, parents have been involved in schools as "helping hands" to deal with activities and/or problems related to running the school. This usually represented the provision of extra services which the school could not afford. Parents were invited into schools to run sales, supervise students, prepare lunches, and to provide a variety of services to teachers and students. This often necessitated a public relations effort to make parents feel good about their school assisting with

"matters not directly related to the main business of the school -- student achievement" (Brookover et al., 1972, p. 264).

Appropriate Parental Involvement

The first priority of effective schools is high achievement by all students; therefore, parental involvement must focus on this first, and other things second. To Milwaukee's Project RISE (McCormack-Larkin & Kritek, 1982), parental and community involvement in the school program embodies the following:

1. Regular and consistent communication with parents;
2. Clearly defined homework policy which is explained to students and parents;
3. Emphasis upon the importance of regular school attendance;
4. Clear communication to parents regarding the school's expectations related to behavioral standards; and
5. Increasing awareness of community services available to reinforce and extend student learning. (p. 17)

Fleming (1984), reporting on the Cleveland Public Schools Project, states:

> Both elementary and junior high schools considered parental involvement as important aspects of their programs . . . . Two elementary schools undertook telephone calls to parents about positive accomplishments of their children throughout the year. They received enthusiastic feedback from the parents. (p. 31)

Guides to support their children's mastery of reading skills were distributed to parents, as were newsletters and

specific letters regarding standards, homework, and special events. There was teacher frustration with the low level of parent involvement in the schools, particularly parent-initiated involvement.

Priftis (1984) states that "generally more open transactions with parents and other community members result in better opportunity to improve achievement and behavior within the school" (p. 5). Priftis goes on to state that schools in one Phi Delta Kappa study reported a constant communication with parents through such channels as parent days, home visits, and newsletters. Teachers ran meetings to help parents understand the school program. Numerous volunteers were frequently seen at the school. On some occasions, meetings and other events were held at locations other than the school to better accommodate the parents.

Since we assume that the primary responsibility to achieve learning outcomes rests with the school, it is the school's responsibility to determine what kinds of things citizens can do to make schools more effective and what practices would promote this kind of involvement (Brookover et al., 1982).

The three categories of tasks identified as being important as a direct contribution to school effectiveness are (Brookover et al., 1982): assisting the handling of instructional materials (duplicating, filing, locating

sources, correcting); supervising students independently; and tutoring.

Ultimately, the school staff must decide precisely what it wants parents to do. The school plan must embrace consideration of the following guidelines: It must be clear in its expectations of parents; it must be realistic in terms of demands on parents' time; it must identify a great variety of ways in which parents may be of help both at home and at school; and it must allow for every parent to be involved (Brookover et al., 1982).

School Facilities and Resources

It is a commonly accepted fact that facilities and resources do not make a school program. Conversely, a school program is not likely without facilities and resources. Taken together, however, facilities and resources can enhance a school program, thereby contributing to achievement -- the ultimate goal of all education programs. It is what is done within these facilities and with these resources that matters. The facilities available and the educational goals must be in concert to enhance a climate conducive to effective instruction and learning.

Very little research and related literature exists on the impact of facilities, particularly aesthetic attributes, on the learning process. In a report of a

study conducted by Bowers and Burkett (1988) two schools in a Tennessee county were compared -- one an old school erected in 1939, the other occupied in 1983. Both schools serve grades kindergarten through eight, are comparable in size, offer instructional programs within the local system framework, and use state curriculum guides. "The basic premise underlying this study was that students' learning would be directly related to the physical environment of the respective facilities" (Bowers & Burkett, 1988, p. 33). During the 1986-87 school year, 284 sixth graders were tested to determine the degree of academic achievement. It was found that the students in the newer building scored significantly higher in reading, listening, language, and arithmetic, were disciplined significantly less frequently, and had a significantly higher attendance than students in the older building (Bowers & Burkett, 1988).

Assuming that all other variables were constant, this study suggests that the physical environment does make a difference. Students in schools where special attention has been given to the physical environment experienced greater success than did their counterparts in the less attractive building.

Taylor and Gousie (1988) point to expressed facts that "new discoveries . . . document beyond question that human infants and children learn more rapidly in

stimulating and varied physical environments which meet basic human needs" (p. 23). They go on to state that:

> There cannot be separation between the learning process and the physical environment -- they are integral parts of each other. Noise, light, color, open space, and aesthetic dimensions have been identified as having an impact on human behavior. (p. 23)

The safety of buildings is a foremost priority. Governments are addressing this matter with an imposition of stringent safety codes designed to protect occupants from accidents and/or disaster.

Existing school buildings, however, often do not meet the functional needs of the school program (Taylor & Gousie, 1988). Very frequently teachers need better designed space for innovative technologies and hands-on or applied learning, as well as additional storage space.

The least has been done to address the needs of psychological comfort and aesthetic satisfaction. "Even new schools, though updated, are still being designed in an outmoded format repeating the egg crate, closed classroom design of 200 years ago" (Taylor & Gousie, 1988).

Priftis (1984) proposes that there was a positive difference in behavior and academic attainment in schools which were clean and tidy, in good decorative condition, and which displayed students' work on classroom walls, the latter serving to stress the academic side of school as well as serving as a reward method. Much can be done to "resurface" existing buildings to make them comfortable and

inviting structures -- places to which students like to come.

Quality education is not solely dependent on architectural design. All other factors being equal, an appropriate environment can result in big dividends in learning.

Distribution of Resources

The importance of teaching resources parallels that of facilities. Effective use of quality resources enhances learning. Funding for resources must necessarily be limited. What becomes essential is effective distribution of limited resources. To quote Snyder (1987, p. 37): "How resources are allocated to teams and individuals should be contingent on goal priorities." School systems and schools must set priorities in consultation with each other; then resources need to be provided for high priority, goal-oriented activities.

Although there is little empirical evidence to support any relationship between learning and facilities and resources, few would argue to the contrary.

Governance and Leadership Roles of Boards

The British North America Act of 1867 granted sovereign powers over education to the provinces (Hodgson, 1976). Through each provincial department of education, the education policy of the government is developed. School boards were created by provincial legislation, operating under the direction of the provincial department of education. They are elected bodies governing according to the provisions of the School Act of the province. Being elected by the local citizens, boards are influenced by interest groups, including parent associations, teachers associations, and a variety of special interest groups active at various times. Their importance is clearly illustrated in the following quote: "Local school boards are among the last grassroots governing bodies that touch us all -- children, youths, parents, educators, business leaders, and elected officials" (Danzberger, Carol, Cunningham, Kirst, McCloud, & Usdan, 1987, p. 53). School boards are crucial agents for school improvement.

Danzberger et al. (1987), reporting on a national study of school boards carried out by the Institute for Educational Leadership, identify eight obstacles to the effectiveness of school boards:

1. Public apathy;
2. Lack of public understanding of the role of boards;
3. Poor relationships with state policy makers;

4. A need to improve teaching in the framework of collective bargaining;
5. Lack of time and operating structure that focus on educational issues;
6. The discrepancy between the amount of time boards invest in their work versus the satisfaction with accomplishments and the ability to determine their own priorities;
7. Problems in turning a collection of individuals into a unified board; and
8. The need for board strategies and for a framework to assess and communicate the board's effectiveness. (p. 58)

Although this study is American-based, its findings are deemed, at least in large part, to be applicable to the Canadian scene. The issues identified above are serious, demanding the attention of all concerned. It is obvious that there is a need for boards to become more active, and to exercise stronger leadership in education.

Danzberger et al. (1987) conclude that "school boards are seen as a mechanism to keep schools close to the people . . . . This support of the concept is coupled with widespread public ignorance of the roles and functions of boards" (p. 57). The study showed that board members are perceived as caring, hard working, and committed individuals. One of the challenges is "to bring their performance as judged by . . . their constituents into line with their commitment" (Danzberger et al., 1987, p. 59).

The study provides a general framework for considering the effectiveness of school boards. The following were identified as some of the basic roles and

responsibilities of school boards (Danzberger et al., 1987):

- leadership for public elementary and secondary education
- advocacy for all children and youth
- leadership and consensus building within the realities of diversity, controversy, and single-issue board members and constituents
- goal setting, planning, and use of informal procedures and skills for policy making
- equity in governing and allocating resources throughout the school district
- positive and constructive working relationships between the board and superintendent
- organization of board's work including relating to the media and community
- assessment of board effectiveness and commitment to learning
- working with other school boards to initiate and influence state policy making to improve public education and to meet the diverse needs of local school districts. (p. 59)

If public schools are to continue to maintain public support, they must be responsive at the local level. Local school boards are mechanisms that play a very key part in determining the extent to which this, in fact, happens. "They deal with the most volatile and sensitive issues that affect the citizenry: their children and their tax dollars" (Danzberger et al., 1987, p. 56).

Summary

The review of literature and research in this chapter has focused on factors identified by researchers as being characteristic of effective schools. Criticisms of effective schools literature were presented. Principals

appeared in the literature as key figures in school effectiveness. The position of principalship was discussed from many aspects, including an exploration of the forces of principal leadership.

Organizational characteristics of effective schools were the focus of many of the studies and they were examined in the review under the headings of climate conducive to learning, effective schools program emphasis, instructional practices in effective classrooms, expectations of high levels of achievement, and monitoring and evaluating student performance; research was presented which argued for the importance of a school-level focus on student academically engaged time.

A review of the research on the importance of communication between schools and parents, including levels of involvement and appropriate parental involvement, was presented. The relationship between facilities/resources and student achievement was briefly explored.

All the factors which were discussed have a direct impact on the education that students receive. Learning is the goal of schooling. Information and communication, curriculum and instruction, school climate, and facilities are the key factors in the process. Parental, student, and teacher perceptions of the quality of education provided are a direct product of their perceptions of these four factors (see Figure 1).

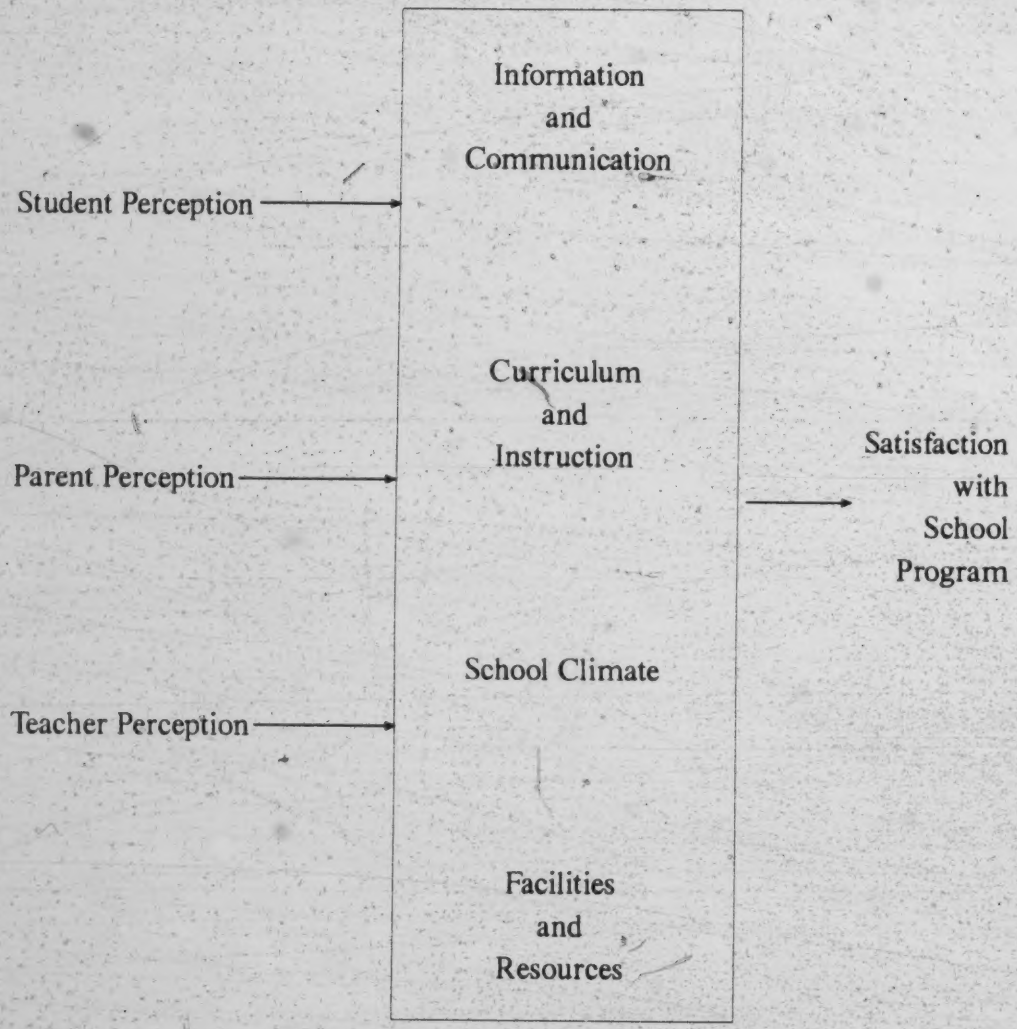

Figure 1. Conceptual Framework

CHAPTER III

METHODOLOGY

Chapter III is a discussion of the specifics of the methodology employed in this study. The function of this chapter of the research report is to inform the reader about what was done to solve the problem. First, the design outlines the research framework, sample selection, and a description of the data collection instrument including the pilot study and final draft. This is followed by a discussion of the distribution and collection procedures. Trustworthiness issues, ethical considerations, and the methods used in the analysis of the data are also addressed.

Research Design

Research Framework

This is a descriptive study designed to obtain information relating to the research questions investigating parents', students', and teachers' satisfaction with four facets of school operation: curriculum and instruction; communication and information; school climate; and facilities.

Completed questionnaires from the three publics provided data concerning their perceptions of school operations in one jurisdiction, the Spirit River School Division. It is hoped that this study will provide an accurate account of the current satisfaction levels with system schools.

Sample Selection

In mid-November, 1989, the researcher approached the superintendent of the Spirit River School Division with a proposal to conduct a survey, providing him with some indication of the purpose and content of the proposed study. The proposal was enthusiastically received. Subsequently, the Alberta Teachers' Association local gave their moral support, and formal permission was granted by the School Board to conduct such a survey.

Sample preferences were discussed with the Superintendent, the conclusion being that this was a matter best left to the researcher.

It was arbitrarily decided that student participants would be those in grades six, eight, ten, and eleven. Students in the lower elementary grades were excluded in view of possible problems with the interpretation of the questions appearing on the survey form. Grade eight students were chosen as being representative of the junior high level, primarily because

grade configurations in schools are such that more schools would be included than would have been the case had the choice been grade nine. With only three high schools low enrolment numbers warranted selection of two grades -- ten and eleven. All parents of these students and all teachers on contract with this Division were also surveyed.

The Questionnaire

The questionnaire developed was one based on an instrument created for the Alberta Catholic School Trustees by the Department of Educational Administration of the University of Alberta (Peters & Ingram, 1982). Copies of the initial version were distributed to central office and school administrators. School-based administrators were subsequently requested to present these to their respective staff members for discussion and input at the February 1990 staff meetings. Proposed changes were forwarded to the researcher through central office staff.

The Pilot Study

Participants in the pilot study were arbitrarily selected on the basis of convenience. In this study 16 copies of each of the questionnaires were distributed to each group of respondents. Thirteen grade nine students completed the questionnaire in class as a culminating activity to a language arts unit; these questionnaires were

subsequently returned to the researcher by the teacher. The parent questionnaires were sent to 16 parents who would not be participants in the main study. Eight of these were returned to the principal who then forwarded them to the researcher. Teacher participants in the pilot study were university colleagues; eight completed questionnaires were returned directly to the researcher.

All participants were informed of the purpose of the pilot study, the voluntary nature of participation, and the manner in which the accumulated data would be used.

A majority of the respondents questioned the appropriateness of the format of the questionnaire indicating that it was difficult to match responses to questions. In response, numerous stylistic modifications were made to accommodate the concerns expressed. The content remained essentially the same. Very few expressed a need for any clarifications, suggesting that ambiguity was not a problem.

The Final Draft

Based on the review of the literature, the input of administrators and teachers, and the pilot studies, final versions of the questionnaires were drafted to elicit data concerning perceptions of school operations. Most items called for ratings on forced-choice scales. Provision for comments was made. Four open-ended questions were asked

permitting input on matters of importance to respondents -- an injection of personal meaning rather than a forced response to the researcher's concerns.

Distribution and Collection of Questionnaires

Parents, students and teachers had been informed of the impending survey via earlier school newsletters -- a very kind gesture on the part of the schools. In mid-March 1990, prepackaged copies were distributed to schools through central office. Accompanying instructions clearly outlined distribution and collection procedures as well as deadlines.

Each questionnaire was accompanied by a cover letter and sealable envelope. Provision was made for students to opt out from participation by parental consent. Students completed their questionnaires during class time, placed them in envelopes, and subsequently returned them to the respective teachers. Completed student and teacher questionnaires were returned to the school offices from whence they were forwarded to the central office through Divisional delivery. Parent questionnaires were mailed directly to the researcher in the stamped, self-addressed envelopes provided (with one exception, where parents returned them to the school).

Trustworthiness Issues

Every effort was made to eliminate bias. A questionnaire lends itself well to this, as the researcher is physically distant from the respondents. Care was taken to ensure that bias was not incorporated into the questions themselves. As Bailey (1978) states, a questionnaire is susceptible to becoming "an artifact of the particular set of rules given for completion of the questions . . . [and a statement of] what the researcher really wants" (p. 208). It is such cautions that motivated the provision for input from school administrators and teachers, and the process of pilot testing. Efforts were also made to provide a general idea of what the study was about, but not details, as there is a danger with the latter possibly revealing hypotheses to the respondents.

If benefit is to be derived from a study, there must be some indication of validity and reliability. Jackson (1988) describes validity of a measurement as "the extent to which a measure reflects the concept, reflecting nothing more or less than that implied by the conceptual definition" (p. 8). To be valid, the instrument must measure what the researcher claims it to measure. In this study, the questionnaire was designed to be as direct, unambiguous, and as appealing as possible. The high return rate and some very positive feedback concerning questionnaire content are indicative of its validity.

Good (1963) proposed the following points for judging the validity of a questionnaire:

1. Is the question on the subject?
2. Is the question perfectly clear and unambiguous?
3. Does the question get at something stable which is typical of the individual or of the situation?
4. Does the question pull or have extractive power?
5. Is the information consistent in agreement with what is known and in agreement with expectancy?
6. Is the item sufficiently inclusive? (p. 282)

If these questions can be answered in the affirmative validity can be claimed for the questionnaire. The pilot testing process assisted in addressing validity concerns.

Reliability is a reference to "the extent to which on repeated measures an indicator will yield similar readings" (Jackson 1988 p. 8). In an experimental setting a study could be replicated with consistent results being an indication of the accuracy of the measurement of a phenomenon. In a study such as this such an exercise is not feasible. Reliance for promoting the questionnaire's reliability rests with its use in previous studies and on its very structured nature.

In quantitative research the issue of trustworthiness also relates to the entry of data for computer analysis. The responses to the forced choice scales questions were analyzed using the University of Alberta SPSS computer package. Data entered were spot-checked for accuracy of entries.

For the information gained from the open-ended questions and comments sections, the descriptions of the feedback in this study were compared with the perceptions of university colleagues in an effort to address matters of adequacy and accuracy, constituting a peer review process. Some lesser adjustments resulted in response to the input received from peers.

Ethical Considerations

The study was subjected to a review by the Research Ethics Review Committee, Department of Educational Administration, University of Alberta; it was approved as meeting the official guidelines of the University.

Permission from the School Board was sought and obtained prior to the development of detailed plans for the study. In accordance with the ethics of responsible research, a cover letter attached to each questionnaire addressed the anonymity and confidentiality of the individual responses in both the pilot study and the main study. There was an indication of the voluntary nature of participation and by whom and why the research was being conducted.

No individuals or schools were identified. No statements were made which could lead to the identification of an individual or school in any negative way that could pose a threat to any participant's reputation.

The consent of the participants was indicated through their voluntary completion of the questionnaires.

Data Analysis

This is a descriptive study its major concern being the accurate description of the levels of satisfaction of the three groups of respondents with the four facets of school operations as mentioned earlier. A descriptive study is about what and how many of what. A vast amount of information was collected on a large number of variables.

For the questions which required ratings on forced choice scales the data received were analyzed using the University of Alberta computer system (SPSS) to calculate frequencies as well as measures of central tendency and measures of dispersion.

Analysis of the data was conducted separately for the responses from each group i.e. parents teachers and students. These responses were analyzed for the four areas in the survey. All information gathered from the rating questions is presented in Appendices D E and F and in Figures 1 through 6 the data having been collapsed in the appendices so that percentages shown for "satisfied" include the total percentage of highly satisfied and satisfied. A similar procedure was used for the "dissatisfied" column. In the main body of this

presentation, there is a discussion of the data presented in the appendices identified, as well as a discussion of other findings.

Mean ratings of satisfaction were calculated for the four categories of variables. Scheffe tests (at the .10 level) were performed to assess the statistical significance of differences occurring in the data.

The analysis of the data from the open-ended questions was a most time-consuming process. The researcher began by transferring all responses into what resulted in 58 single-spaced typewritten pages. Five categories of data emerged and were analyzed. They are as follows:

1. General comments from the four areas surveyed;
2. What is appreciated most;
3. What the most pressing problem is;
4. What areas should receive less emphasis; and
5. What areas should receive more emphasis.

It was necessary to read the data many times prior to commencing the data analysis. Themes that arose from the data are outlined. Any slanderous or derogatory remarks were deleted, as were the names of staff, students or parents.

Summary

This chapter illustrated what was done to solve the stated research problem. The design of the study, trustworthiness and ethical considerations, and data analysis were described. Chapter IV focuses on analysis of the data.

CHAPTER IV

ANALYSIS OF DATA

The Survey Population

Students in grades six, eight, ten, and eleven, all parents of these students, and all teachers were surveyed by questionnaire in late March and early April, 1990. Deadlines for return of the questionnaires were not stringently heeded. All returns received were included in the total count outlined in Table 1. There was no follow-up circulation to encourage completion of questionnaires. The three respondent groups chosen were considered appropriate to this study in that they were most closely involved with school operations, thereby having opinions on matters which constituted the questionnaire.

Design of the Study

The three groups of respondents were asked to provide information about their levels of satisfaction with the various aspects of school operations within the four broad categories. Satisfaction levels were assessed on a numerical basis. Responses were required on a five-point scale, with 1 indicating a high level of dissatisfaction, 5

Table 1

Number of Respondents in the Study

Study Group	Questionnaires		
	Distributed	Returned	Percent Returned
Parents	360	166	46.1
Teachers	76	59	77.6
Students Grade 6	103	94	91.3
Students Grade 8	109	89	81.7
Students Grades 10 and 11	168	139	82.7

indicating a high level of satisfaction, and 3 being an indication of uncertainty. After each category of these forced-rating questions, provision was made for respondents' comments if so desired.

Four open-ended questions were asked, as well as questions requesting a minimum amount of demographic information (see Appendices A, B, and C).

Reporting the Findings

Forced-Choice Questions

Analysis of the data from this survey was conducted separately for the three groups of respondents, i.e. students, teachers, and parents. These responses were analyzed for the four facets of operations surveyed: curriculum and instruction; communication and information; school climate; and facilities. One of the primary considerations in the reporting process was an accurate description of the number of respondents and percentages of respondents indicating satisfaction and dissatisfaction. The data were collapsed to include percentages for highly satisfied and satisfied as "satisfied"; highly dissatisfied and dissatisfied percentages as "dissatisfied." This was done primarily to make analysis and interpretation more manageable and concurrently less confusing.

Information from each group of respondents was sometimes treated cumulatively and at other times presented separately (see, for example, Appendix F where levels of satisfaction is presented for all students as one group, and see also Figures 2, 3, and 4, where the data are presented separately by grade). The mode of presentation is specified, having been chosen on the basis of appropriateness for clearly presenting the information received.

The main body of the presentation contains discussion of the data presented in the Appendices, Tables and Figures provided. In the discussions grades 10 and 11 were frequently referred to as senior high.

Open-ended Questions

Data obtained from the comments which respondents provided after each of the four areas of operations surveyed and from the four open-ended questions were presented under five headings for each group. The five categories were: (a) general comments; (b) what is appreciated most; (c) what the most pressing problem is; (d) what areas should receive less emphasis; and (e) what areas should receive more emphasis.

Parent Survey Analysis

Curriculum and Instruction

Appendix D indicates that parents' highest level of satisfaction was with the education that their children were receiving (74.5%) with the library program close behind (71.6%). On nine of the fourteen items in this category, the satisfaction level was between 50 and 70 percent.

The level of satisfaction with the gifted and talented program was extremely low (19.4%) with a corresponding high dissatisfaction rating (40.3%). Special education services and the way in which schooling is preparing children for future employment also had satisfaction ratings below the 50 percent level.

For the section identified as "content and quality," satisfaction levels for all core subjects exceeded 65 percent (see Table 2). Over 80 percent of the parents of students in grade 8 and in senior high expressed satisfaction with the mathematics program.

Satisfaction with second languages and fine arts programs was well below the 50 percent level for all parents, these being the lowest ratings of all subjects offered at the three levels and the only ones below the 65 percent level in grades six and eight.

Table 2

School System Satisfaction Survey Results

(percentage of group indicating satisfaction)

(Student N = 322, Teacher N = 59, Parent N = 166)

CURRICULUM AND INSTRUCTION	Students	Teachers	Parents
1. The education the student receives	66.6	89.5	74.5
2. The emphasis on basic skills	56.6	87.9	69.9
3. The variety of program	39.5	46.3	51.5
4. The preparation for next year's schooling	58.8	73.9	64.6
5. The preparation for future employment	46.2	59.3	43.4
6. Effectiveness of teachers	57.2	89.5	54.8
7. Extra-curricular activities	62.6	68.9	66.7
8. Study habits promoted	41.6	60.4	54.2
9. Amount and kind of homework	40.9	66.0	62.4
10. Special education services	29.3	46.4	33.8
11. Gifted and talented program	26.3	19.6	19.4
12. Library program	59.5	60.0	71.8
13. Average class size	70.4	53.6	59.8
14. Guidance and counselling services	43.9	52.7	51.8
CONTENT AND QUALITY (Grade Six)			
Reading	69.9	N/A	70.2
Language	77.7	N/A	67.1
Social Studies	69.2	N/A	71.5
Science	76.6	N/A	71.1
Math	75.5	N/A	77.3
Second Languages	48.3	N/A	43.4
Fine Arts	61.9	N/A	44.0
Phys. Ed.	87.1	N/A	74.5
CONTENT AND QUALITY (Grade Eight)			
Language Arts	68.2	N/A	73.9
Math	69.3	N/A	84.4
Science	54.0	N/A	77.1
Social Studies	62.9	N/A	71.9
Phys. Ed.	71.0	N/A	65.6
Second Languages	49.4	N/A	38.4
Fine Arts	39.6	N/A	39.3
Home Economics	55.0	N/A	66.0
I.E.	42.8	N/A	77.4

cont'd

Table 2 (cont'd)

CONTENT AND QUALITY (Grades 10 and 11)	Students	Teachers	Parents
English	63.0	N/A	76.9
Math	60.4	N/A	80.2
Science	54.0	N/A	68.8
Social Studies	66.0	N/A	76.5
Phys. Ed.	60.1	N/A	71.6
Second Languages	32.3	N/A	39.7
Fine Arts	19.6	N/A	32.3
Home Economics	33.9	N/A	60.8
I.E.	53.5	N/A	77.5
Bus. Ed.	35.1	N/A	63.0
Work Experience	58.3	N/A	64.2
COMMUNICATION AND INFORMATION			
15. Amount of information on child's program	54.1	87.7	69.8
16. Quality of P-T interviews	N/A	80.7	70.5
17. Opportunities to learn about programs	N/A	81.0	63.1
20. Opportunities to express views	24.9	70.7	50.3
23. Advisory council role	N/A	27.5	41.1
24. Communication about system	N/A	35.7	47.2
25. Information flow between Board and public	N/A	20.0	31.8
SCHOOL CLIMATE			
30. Teacher enthusiasm	46.7	74.6	52.1
31. Student interest in school activities	60.0	63.7	77.5
32. Teacher participation in school act	50.0	67.2	67.8
33. Student discipline	44.2	79.3	60.7
34. School rules	42.1	81.0	76.7
35. Student morale	31.3	59.7	54.5
36. Receptiveness to student ideas	41.3	77.2	52.2
37. Student-staff interaction	45.8	84.5	65.5
38. Contribution of school to community	37.8	66.1	64.0
FACILITIES			
43. Design and appearance of school	48.2	54.3	73.3
44. Quality of lighting, heating	44.5	47.5	22.1
45. Quality of upkeep	67.0	72.9	84.7
46. Safety of building	68.0	79.6	84.0
47. Safety of equipment/grounds	55.8	69.1	74.1
48. Adequacy of int. resources	48.0	52.5	67.7
49. School library	63.4	55.2	72.0
50. Gym facilities	58.8	66.7	73.1
51. Student leisure facilities	32.7	28.3	48.7
52. Adequacy of building	43.1	50.9	76.1
53. Board's priority to equipment/facilities	N/A	19.3	39.8
54. Adequacy of funding for facilities	N/A	10.7	33.3
55. Transportation services	54.4	67.8	68.5

Communication and Information

Of the five items dealing with communication between the home and the school satisfaction was visibly lowest with the opportunities that parents envisage themselves as having to express their views about programs offered by schools (50.3%). For the remaining four satisfaction levels fell into the 60 to 70 percent range with the dissatisfaction level being below 20 percent.

Greatest dissatisfaction was with the flow of information from the School Board to the public (31.8%) with a matching satisfaction level.

The satisfaction and dissatisfaction levels with the roles of the local advisory councils were both low with a very high neutral response (46.1%).

School Climate

On seven of the twelve items included under school climate, the levels of satisfaction fell in the 60 to 70 percent range. The highest satisfaction was expressed with the interest that children show in participating in school activities, followed closely by parental satisfaction with school rules (76.7%).

Parents were least satisfied with the enthusiasm that teachers have for their work, the amount of individual attention that teachers give students, and the manner in

which student ideas are received by teachers, with the respective satisfaction levels at approximately the 52 percent mark.

Greatest dissatisfaction was also expressed with the first two of three items.

Facilities

Very high levels of satisfaction were shown with upkeep and safety of school buildings (84.7% and 84% respectively). On another seven of the thirteen items in this category, a satisfaction level near or above the 70 percent level was expressed.

Low satisfaction was expressed by parents with the facilities for student leisure, the quality of lighting, heating and ventilation, the priority given by the School Board to equipment and facilities, and the adequacy of funding for improvements to school buildings, facilities and equipment. At 61.3 percent, dissatisfaction with the quality of lighting, heating, and ventilation is very high.

Although satisfaction with transportation is not particularly high, only 14.2 percent of the parents were dissatisfied with existing services.

Teacher Survey Analysis

Curriculum and Instruction

Appendix E indicates that teachers' levels of satisfaction with the various items varied considerably. Satisfaction with the education that students are receiving, emphasis on basic skills and academic achievement, and teachers' effectiveness was all well above the 80 percent mark.

Teachers expressed a very low satisfaction level (19.6%) and a very high dissatisfaction level (49%) with the gifted and talented program. A high level of dissatisfaction was also shown with the breadth and variety of courses available and with the guidance and counselling services, with lesser dissatisfaction indicated with class size, the library program, and special education services.

Communication and Information

Teachers were generally very satisfied with factors related to communication with parents (above 80%). With the impact that teachers feel they have on school decisions, opportunities provided for them to express their views about the school program, and the channels open for expressing their concerns at the school level, satisfaction ranged between 65 to 79 percent.

A low satisfaction level was shown with the role of advisory councils, the flow of information about the school system, the channels open for teacher concerns at the system level, the impact that teachers feel they have on system decisions, and the flow of information between the Board and the public, all well below 40 percent. With the latter three, dissatisfaction was high, ranging between 35 and 45 percent.

School Climate

Teachers were most satisfied with their interaction with students (84.5%), the school rules (81%), school discipline (79.3%), their relations with school administrators (78%), and the way in which they feel they receive student ideas (77.2%). An additional eight items showed satisfaction levels greater than 60 percent but less than 75 percent.]

Least satisfaction was evident with relations between teachers and the Board (19.7%) and relations between the teachers and central office administrators (38%). Most dissatisfaction was also expressed with these two items in the category.

Facilities

There was a very wide range of teacher satisfaction with school buildings. Only the quality of cleaning and upkeep and the safety of the buildings showed a satisfaction level above 70 percent. Of the remaining eleven items, only three were rated as satisfactory by 60 to 70 percent of the teachers.

Relatively high dissatisfaction was expressed with the design and appearance of the building (32.2%), the quality of lighting, heating, and ventilation, the instructional resources, the school library, and the general adequacy of the building for the educational program offered.

Teachers expressed even greater dissatisfaction with the priority that they feel the board gives to equipment and facilities, the adequacy of funding for improvements to the building, facilities, and equipment, and the facilities available for student leisure. For the latter three levels of dissatisfaction exceeded satisfaction considerably.

Student Survey Analysis

Curriculum and Instruction

Table 2 and Appendix F indicate that there was only one item with which over 80 percent of the students were satisfied -- grade six students with the physical education program. Between 69 and 87 percent of the elementary students were satisfied with the content and quality of the core subjects. For grade eight students, the range was between 54 and 71 percent. In senior high, the satisfaction level was between 54 and 66 percent. Satisfaction with second languages was low at all three levels, being most pronounced at the senior high level (32.3%). Approximately 62 percent of the grade six students were satisfied with the fine arts program, 39.6 percent of the grade eights were satisfied with this program, and only 19.6 percent of the senior high students were satisfied.

Although satisfaction with the remaining courses was generally higher than the dissatisfaction shown, the level of satisfaction may be described as mediocre.

Of the remaining items included in the curriculum and instruction category, only class size, extra-curricular activities, and what was being learned in school held a satisfaction level of more than 60 percent.

Although satisfaction with the emphasis placed on learning was low (56.6%), the dissatisfaction shown was only 8.5 percent. Similar results were expressed for the preparation for the next year of schooling and teachers willing to assist students.

On two items, students expressed a greater level of dissatisfaction than satisfaction. Only 39.5 percent of the students were satisfied with their ability to take courses of special interest to them; 47.4 percent were dissatisfied. Similarly, 26.3 percent were satisfied with the gifted and talented program, compared to 37.6 percent who were dissatisfied.

Communication and Information

A very high neutral response was noted in this area. Student responses to three of the five items in this category were near the 50 percent satisfaction level combined with a dissatisfaction level below 20 percent. These items were: the feedback which the school provides students about their assignments and tests, the way in which the school reports to students about their work, and the opportunities available to students to become involved in school activities.

Only in the case of opportunities provided for students to express their views about the school programs did dissatisfaction (39.7%) exceed satisfaction (24%).

School Climate

Over 70 percent of the students were satisfied with the way in which they related to each other, and 60 percent were satisfied with the interest they had in participating in school activities -- both clearly matters over which they perceive that they have control.

Although the level of satisfaction exceeded the level of dissatisfaction on all items in this category, it is noted that on 12 of the 15 items, more than 20 percent of the students indicated dissatisfaction. Greatest dissatisfaction was expressed with the respect that teachers appear to have for students and the way in which student discipline is handled in the schools (both above 30%).

Facilities

Student satisfaction with facilities was very similar to that of the other two groups of respondents. Satisfaction was greatest with the quality of cleaning, general upkeep, and the safety of school buildings. There was considerable dissatisfaction (between 35 and 45%) with the design and appearance of the building, and with the facilities available for student leisure.

Slightly over half of the students were satisfied

with the transportation services provided, one-quarter being dissatisfied.

Comparisons of Group Ratings

Introduction

Table 2 was prepared to provide the reader with a detailed account of the percentage of respondents who expressed satisfaction with those variables which were common to at least two of the three groups. Considerable differences were evident among the groups on ratings of some of the variables. A detailed comparison is beyond the scope of this study; however, Table 3 was prepared indicating the mean rating by category (on a scale of 1 to 5) for each group identified.

The statistical significance of differences occurring in the data were determined through performing Scheffé tests at the 0.10 probability level. A test of significance merely reports the probability that an observed association or difference is the result of a sample fluctuation, and not reflective of some real difference in the population from which the sample has been taken (Jackson, 1988). At the 0.10 level -- the level of probability used in the comparisons which follow -- to state that differences are significant is to mean that there is only a one-in-ten chance that these differences

Table 3

Mean Rating of Categories by Grade Level
(Student N = 322 Parent N = 166)

Group	Curriculum and Instruction	Communication and Information	Climate	Facilities
Gr. 6 Students	3.869	3.403	3.374	3.747
Gr. 8 Students	3.322	3.195	3.302	3.379
Gr. 10, 11 Students	3.268	3.137	3.090	2.979
Parents (Gr. 6)	3.355	3.405	3.565	3.527
Parents (Gr. 8)	3.347	3.365	3.452	3.548
Parents (10, 11)	3.461	3.391	3.514	3.511

are due to sample fluctuation. State another way, in nine chances out of ten, the differences is due to some real differences in the populations.

No significant differences among the three groups of parents were evident. Statistical significance was established in some instances among the three groups of students.

A Comparison of Grade Six and Senior High

There were significant differences in the mean ratings of these two groups in all four categories. Grade six students consistently provided the higher ratings.

One factor contributing to this difference was that elementary school programs are relatively standard throughout the schools in Alberta, with only slight variations in the none-core subjects. From the responses to the open-ended questions, it was clearly evident that a major concern of senior students was the very limited choice of course variety. Similarly, guidance and counselling programs were of much less concern to elementary students than they were to seniors. Factors such as these had a large impact on the ratings of variables within each category.

Just as important, high school students are more mature, seeking to express their independence. As Hoy and Miskel (1982) state: "High school students seem to be

increasingly critical of the authority of the school, the administrators, and the teachers" (p. 203). This, in itself, contributes to the likelihood of greater dissatisfaction.

Finally, a majority of the senior high students in this survey attended one school, the school which was not yet renovated. Conversely, grade six students were in attendance at the other eight schools, all but one of which had recently been renovated. The latter had only a total of approximately 20 students in grades one through six. This certainly would account for the differences in the ratings of facilities.

A Comparison of Grade Eight and Senior High

Significant differences in the mean ratings of these two groups were in school climate and in facilities, with higher ratings indicated by the grade eight students.

As in the previous case, a greater proportion of the grade eight students attended smaller schools as compared to the senior high students, the majority of whom attended the largest school in the Division. The difference in the mean ratings of facilities was in large part attributable to the fact that the latter had not yet undergone upgrading, whereas the other five schools with junior high students had undergone upgrading.

The explanation for the differences in the scores for school climate was partially implicit in the following quotation from Wilkinson (1977). "The key to good relationships is their close mutual involvement in a variety of activities . . . more important is the small size of the school" (p. 17). As already stated, a greater proportion of grade eight students attended considerably smaller schools in which there was greater opportunity for interaction with students and teachers. The larger the school, the less humanistic the climate, and the greater the student sense of alienation.

Comparisons of Groups by Category

The mean rating of curriculum and instruction was significantly higher for teachers as compared to the two other groups. The hypothesis is that teachers have greater control over many of the factors associated with curriculum and instruction than do students and parents (see Table 4). Emphasis on basic skills and the amount and kind of homework are but two examples showing large discrepancies, and obviously ones largely controlled by teachers. Students do not perceive themselves as having much input into these factors even though they are directly affected by them.

This hypothesis is supported by Ouchi (1982) in his elaborations on Theory Z. Ouchi talks about how employees

Table 4

Mean Rating of Categories by Group
(Student N = 322 Parent N = 166 Teacher N = 59)

Group	Curriculum and Instruction	Communication and Information	Climate	Facilities
Parents	3.415	3.370	3.504	3.541
Teachers	3.590	3.505	3.668	3.248
Students	3.405	3.232	3.232	2.311

who are given the opportunity for input contribute suggestions for improvement. Involvement makes individuals feel that they are in control and therefore can exercise some freedom of choice. This sense of autonomy implicit in which is ownership contributes to the development of a feeling of satisfaction. Reid et al. (1987) state that the literature suggests that "students like acting on their own initiative in class" (p. 94). Although this is only a reference to classroom behavior, it too is an expression of support for the importance of "being in control" and the subsequent impact of this on attitudes.

Students rated school climate significantly lower than did both teachers and parents. Ratings by students were much lower on the majority of the questions in this category (see Table 2). Some of this is attributable to the hypothesis previously stated. The discrepancy can also be accounted for, at least in part, by the different priorities that students have. Parents and teachers attach a high value to factors such as school rules and student discipline. Reid et al. (1987) states: "Maintaining order and discipline in schools is of vital importance to the teaching profession. Without such order there would be chaos" (p. 93).

This hypothesis is supported by Goodlad (1984) who suggests that students and teachers have different goals. Teachers have a curriculum to cover and therefore direct

their energies toward achieving this. Students, and particularly those from the late elementary grades to the early senior high years, undergo profound changes in their lives and are more interested in peer relationships and their own personal identity. The influence of subcultures is all-important in schools. Goodlad concludes that this discrepancy will continue until such a time that teachers and other significant adults pay greater attention to these personal changes and social goals of students.

Parents rated facilities significantly higher than did teachers and students (see Table 4). The hypothesis being suggested for this difference is that teachers and students are more familiar with the facilities in each school than are parents. Teachers and students spend a considerable portion of each day working and living in the school environment; most parents' perceptions are based on a few short visits which they make to the school. Since their experiences with the facilities are much less extensive than those of the other two groups, their judgement is based on what is visible and readily evident to them, and not on the details which the teachers and students experience.

Survey Analysis (Qualitative)

Overview

The following statements reflect general themes that were evident in the data obtained from the open-ended questions. Following these statements is a detailed discussion of the comments of all three groups as they pertain to each area. In view of the large volume and variance of responses, one-time comments are not included. Only opinions shared by two or more of the respondents are included in the analysis.

The general observations were:

1. There were no gross nor profane comments on any of the questionnaires returned. This suggests the seriousness with which responses were made.
2. There was a relatively high percentage of comments from students and parents expressing satisfaction with small schools, and the implications of this in terms of relationships with teachers and other students.
3. A high percentage of comments from parents and students were in support of caring and friendly teachers, this being slightly more so at the elementary than at the junior or senior high levels.
4. A small group of comments derogatory to specific teachers were edited out.

5. Negative comments regarding the School Board outweighed positive comments considerably particularly in the areas of budgetary restrictions and communications with teachers and the general public.

6. All three groups commented negatively on facilities a majority of these in reference to the two schools which had not yet been renovated.

7. Conversely there were numerous positive comments addressing the attractive state of the newly renovated buildings.

8. The breadth and scope of the senior high school program were a matter of concern particularly among students and parents.

9. A high percentage of teachers found their colleagues to be supportive.

10. Low and declining enrolments and the effects of them on school programs were matters of concern for all three groups.

Parent Responses

One-hundred and sixty-six respondents provided 22 pages of comments.

General Comments

Concern with the emphasis in instruction was expressed by 15 parents specifically with the move away from phonics in language arts and the use of calculators in mathematics. It was suggested that these trends were not in some of the students' best educational interests.

Unsatisfactory facilities, particularly in terms of ventilation, lighting, and heating were mentioned nine times. Six parents expressed their delight with the cleanliness and general upkeep of the schools. Insufficient discipline and long bus rides were each mentioned eight times. Six parents commented on the nature of communication from the school, stating that too much was negative and that there was a need to balance this with the positive. Another six expressed dissatisfaction with the flow of information between the Board and the public, one suggestion being that an information newsletter periodically would solve many problems and misconceptions. Distance Education was a concern of five parents, some feeling that grade ten students were "not mature enough to handle it," others indicating a need for close monitoring and evaluation of its effectiveness. There was a

suggestion from four parents that the social sciences, second languages, and fine arts programs could be enriched through having parents serve as resource people in the classroom. Some other areas mentioned included: holding interviews as the need arises, rather than at specific times during the school year (2); crowded classrooms (2); more emphasis on the work ethic (2); excessive homework (2); a need for teachers to show more respect for students (3); dissatisfaction with the supervisory personnel of the transportation department (4); and a need for more stringent disciplinary action (4). Two parents also suggested a need to get back to promoting moral standards set out in the Bible, as they felt that humanism is not the likely answer to man's problems.

Appreciated Most

Fifty-five parents felt that most of the teachers were dedicated educators who genuinely cared about their students. Many of these parents felt that they could contact teachers at any time to discuss their children's work and, to them, this availability of teachers was of utmost importance. Others felt that the extra help which teachers gave students, both during and after school hours, was most appreciated. The friendly atmosphere in their school and the warm welcome extended to them during their visits were commented upon by 14 parents. The attractive

appearance and cleanliness of the school building were mentioned 12 times. The small size of schools was viewed as contributing to good student-teacher relations by seven parents. Availability of principals to discuss matters was appreciated most by five of the parents in the survey. Another five parents responded in general terms stating that they appreciated the quality education that their children were receiving. Proximity of the school the newly renovated building, low pupil-teacher ratios and the provision for parental input into school decisions were each mentioned twice.

The Most Pressing Problem

Clearly emerging as the greatest concern was that of low and declining enrolments in schools (44 times). The resulting split and double classrooms, program cuts, and reduced funding were perceived as having negative effects on the quality of education in this jurisdiction. Another 12 parents felt that the lack of adequate funding was the most urgent problem. Renovations were a matter of concern to ten parents; student morale and school spirit were a mentioned by six parents. Another nine respondents mentioned ineffective and/or incompetent teachers as being the most pressing issue.

Other areas mentioned included: a lack of teachers, particularly in specialized areas (3); poor

communication between teachers and some parents (2); large classes (2); insufficient discipline (2); attracting and keeping good school administrators for the smaller school (2); lack of emphasis on the development of positive self-esteem in students (2); and students experiencing learning problems in the higher grades not receiving the attention they require (2).

Less Emphasis

This category of information elicited the least response. Twenty parents saw no need to decrease any services or programs. Another 14 parents indicated that less emphasis should be placed on the French program. Less emphasis on music (4), drama (3), and humanism (2) were also suggested.

More Emphasis

Fifteen parents wished to see students develop more life skills prior to completing their education. Specifically mentioned were budgeting, banking, buying, planning, exposure to the workings of business, and pride in a job well done. A greater emphasis on the basics and the three R's was deemed desirable by 12 parents. Expansion of career counselling services was mentioned by 11 respondents. There were five comments regarding the

need for teachers capable of motivating students to excel. To quote one parent:

> We would like to see teachers that are more skilled in encouraging and working with the average child who needs positive feedback and encouragement to succeed. It is much less challenging to teach a self-motivated learner. There is not a child who cannot learn, but there are teachers who cannot teach.

Two parents expressed a need for more emphasis on promoting Biblical moral standards. These parents felt that students should be given the option of choosing the truth by having it taught.

Also mentioned were: a greater number of courses from which to choose (2); more emphasis on the mechanics of writing (3); more electives in junior high (2); and more fine arts, including music (2).

Teacher Responses

Ten pages of comments were received from the 59 questionnaires returned. The "general comments" category was responded to most strongly.

General Comments

There were ten negative comments regarding relations with the School Board, some indicating that there was an undercurrent of hostility between the two groups, as well as a feeling that the Board lacked concern for teachers. Conversely, three respondents suggested that

relations between the teachers and the Board were improving, including the effective functioning of the Teacher-Board Advisory Committee. There were six positive comments with regard to parental communication and support. Three teachers expressed disappointment with the apathy of parents.

The need for renovations of facilities was mentioned by seven teachers, with an additional three negative comments regarding building design. The lack of appropriate staff room furniture was commented upon by three teachers, as was the need for development of the school grounds.

Four teachers expressed their satisfaction with the quality of current school programs; three were concerned with the services which the below-average students receive. Upgrading the library resources was a priority for four of the respondents. Dissatisfaction with students' attitude toward learning and education in general was expressed by three teachers.

Teachers also made mention of the following areas: ineffectiveness of special education programs (2); the cleanliness of the building (2); lack of direction of counselling services (2); and the shortage of rooms for specialized subjects such as music and home economics (2).

Appreciated Most

The data in this category elicited 32 comments related to the supportive staff relations and 12 comments with regard to the positive attitude of most students. Five teachers cited the parental support received as what they appreciated most. Supportive school administrators were mentioned on three occasions. The effect of "smallness" on contributing to good school climate was also mentioned by three teachers. Four respondents felt that teachers were putting forth their best effort to provide students with the very best all-around education.

Most Pressing Problem

Low and declining enrolments were seen as the most serious problem by eleven teachers, particularly in terms of the effects of this on school programs. The urgent need for renovations (9) and the need for additional space (7) were mentioned. Five teachers felt that there was a need for additional library resources. Excessive teacher work load, particularly for those extensively involved in extra-curricular activities, was the sentiment shared by four teachers. Additional complaints dealt with the condition of the school grounds (3) and the lack of student effort (3). Two teachers felt that there was a shortage of funds for the purchase of educational supplies, manipulatives for mathematics being one example given.

Less Emphasis

No trends emerged from teachers' comments in terms of what aspects should receive less emphasis. Twenty teachers felt that there was nothing that required less emphasis. Another two expressed a preference for the junior high French program to be offered on an optional basis.

More Emphasis

No strong themes emerged from this category of comments. Eight teachers felt that there was no need for additional emphasis in any area. The gifted and talented program was mentioned eight times. Six teachers felt a need for more electives at the junior and senior high school levels, these including additional fine arts and practical arts courses.

Other areas included a need for building positive attitudes in students, particularly in terms of cooperation with others and respect for property and people (4), and the need for a special education program in senior high (2).

Student Responses

Ninety-four grade six students, 89 grade eight students and 139 grades 10 and 11 students provided 26 pages of written responses in the five categories of data. Eleven of these pages were from the senior high level, the remainder being split approximately equally between the other two groups.

General Comments

A majority of the comments at the elementary level were teacher-related. Twenty students felt that teachers did not listen to their opinions, or that teachers had rules which were too strict; five felt that their teachers were excellent. Two elementary students expressed their satisfaction with the facilities.

Six junior high students identified a need to offer a greater number of electives, including fine arts, industrial education, and home economics. Additional comments in this category included: more sports activities (4); a need to build school spirit (3); unfair rules (4); additional counselling services (2); and attention to leisure facilities (3).

Ten senior high students expressed dissatisfaction with their teachers, specifically with some teachers' lack of respect for students, as well as lack of classroom control. Three students felt that their teachers were

doing an excellent job. Eight students mentioned the need for renovating the existing facilities as well as a need to attend to the cleanliness of the building. Nine students expressed a preference for a greater variety of course options. Distance Education, lengthy bus rides, and leisure facilities were each a concern for three senior high students.

Appreciated Most

Eighteen elementary students commented that they liked their teacher best, three of these specifying willingness to help students as the reason for their view. Another 28 indicated that they enjoyed the gymnasium and sports activities most. The friendly atmosphere in the school was mentioned 14 times. Six mentioned their friends, nine the facilities, and three the small size as what they appreciated most.

At the grade eight level, 23 students expressed greatest appreciation for the extra-curricular activities at their schools. Sixteen students appreciated the good teachers that they had. Seven felt that the principal was the most positive factor in the school. Friends were mentioned by ten students. Also mentioned were: the clean building (3); the small student population (8); computer programs (4); and the librarian (2).

At the senior high level, the trends were clearly evident. Twenty students stated that they appreciated their caring teachers most; 21 felt that friends were most important. Twenty-three felt that small school size was the greatest asset. The school sports program was mentioned by 11 senior high students. Other areas mentioned included: the drama club (2); performing arts presentations (2); proximity to home (2); typing classes (3); newly renovated building (2); and the good quality of education (2).

Most Pressing Problem

Ten elementary students thought that low enrolments and possible school closure were the most serious problems facing schools. Another ten students identified problems with other students as their greatest concern. The need for more teachers (7), particularly more male teachers (3), was mentioned. Lack of adequate financing for school programs and resources drew the attention of seven students. Also pointed out were: poor teachers (3); dangerous beams on the playground (3); and an old school (2). Three students felt that there were no pressing problems.

At the junior high level, 16 students identified teachers as the most pressing problem. The physical condition of the school (12) and low enrolments (10) were

the two other major areas identified. Drugs (5), unfair rules (4), and the funding for field trips (3) were also mentioned.

In senior high, concern was overwhelmingly expressed in regard to renovations, with 42 students declaring their dissatisfaction with the current state of facilities. Twelve students mentioned teachers who did not respect students or who were not effective instructors. The limited choice of courses was commented upon by nine students. Other areas mentioned included: mathematics through computer-managed learning (5); lack of effective counselling services (2); friction among students (2); school discipline (2); and lack of administrative leadership (2).

Less Emphasis

Twenty-one of the elementary students saw no need to decrease emphasis on any aspect of school operation. None-core subjects were mentioned by eight students and rules were mentioned by three. Also commented upon were: language arts (5); the playground (2); the Genie program (3); and music (2).

The grade eight students expressed a similar sentiment, with 25 students not being able to identify an area which required less emphasis. Eight students felt that less emphasis should be placed on French, four felt

that there was too much discipline, and three wished to see religion and language arts emphasized less.

The senior high response in support of there not being a need for decreased emphasis in any area was strongest, with 45 students sharing that feeling. The only other areas cited were: French (9); Distance Education (7), sports (7), band (5); drama (2); harsh discipline (2); and English (2).

More Emphasis

With regard to areas of the school program which should receive more emphasis, there were no strong trends evident at the elementary level, with "none" being the response of 17 students. Only more P.E. time (8), more activities (5), social studies (5), and less work (2) were mentioned.

A similar pattern emerged at the junior high level. Eighteen grade eight students saw no need for greater emphasis. A greater number of electives (11), more P.E. (6), foreign languages (6), and home economics (4) were mentioned.

In senior high, 16 students expressed no need for greater emphasis in any area. Twelve students suggested a need for more fine arts courses, and another six simply wished to see more option courses. Four other areas mentioned were: more sports programs (7); a greater

emphasis on the academics (7); more funding for transportation for field trips (2); and a need to "rehabilitate" the CML mathematics program.

CHAPTER V

FINDINGS AND RECOMMENDATIONS

Themes Arising from the Data

Themes that emerged from the responses to forced-rating questions and to the open-ended questions are given in this chapter to further the reader's understanding of the current levels of satisfaction with school operations in the Spirit River School Division. Each theme will be expounded upon briefly in the sections which follow.

Program

1. Taken in total, the highest satisfaction was expressed with regard to the education that students are receiving. While the students' satisfaction is relatively high, there is almost a 23-point spread between students and teachers. Similar results were found in the County of Mountain View study conducted by Phillips and Racine (1986) in which 70.2 percent of the students, 94.5 percent of the teachers, and 82.2 percent of the parents expressed satisfaction with the education that students are receiving.

2. Teachers and parents expressed a higher level of satisfaction than did students with the emphasis placed by schools on basic skills and academic achievement.
3. Students' and parents' satisfaction levels with content and instruction in the five core subjects at the elementary level were high.
4. The level of satisfaction of all three groups was very low with the gifted and talented program. There were a few comments suggesting that the respondents were unaware of such a program being in existence at their school.
5. Similarly, all three groups expressed a low level of satisfaction with the special education services. Some of this may be attributed to the lack of such services at the junior and senior high levels in most of the schools.
6. Students expressed greatest dissatisfaction with the breadth and variety of the program offered, this being particularly applicable to the senior high level and to junior high electives. A vast majority of the relatively high number of courses offered tended to be academic in nature. There is a limited number of courses in the fine arts and vocational areas. The smallest high schools often do not offer many of the courses considered adequate for fulfilling the general

high school diploma requirements. An example of the latter is Science 11.

7. Satisfaction of both parents and students was low with the second languages. The source of dissatisfaction stems largely from the compulsory nature of the program at the junior high level, and sometimes in the elementary grades as well, and to a lesser extent from the preference for other languages.
8. Students expressed greatest dissatisfaction with the counselling services.
9. A significant number of students seem to be undergoing an ownership crisis, feeling alienated from the system.

Communication

1. Parents and teachers rated the quality of parent-teacher interviews and the adequacy of information about student progress as being relatively high.
2. Satisfaction with the role of local advisory councils was rated low by parents and teachers.
3. Teachers and parents were dissatisfied with the information flow between the Board and the public.
4. All three groups indicated that they felt they did not have much influence on decisions made at the system level. Contract negotiations may have contributed to the dissatisfaction levels of teachers.

Climate

1. On most of the questions, the difference in the perceptions of teachers and students was considerable. All questions involving interaction between students and teachers showed a very wide difference in ratings of satisfaction, even though actual dissatisfaction on most of these were relatively low.
2. Students expressed greatest dissatisfaction with the respect that teachers show for them, the attention that teachers give to student opinions, and the way in which discipline is handled in schools.

Facilities

1. Parents, students, and teachers were generally very satisfied with the quality of the upkeep of school buildings, as well as the safety in the schools.
2. Very high levels of dissatisfaction were shown by all three groups with regard to the quality of lighting, heating, and ventilation in the schools.
3. Teachers and students were relatively dissatisfied with the design of the building. Space allocation was not always suitable to current programs and needs.
4. Teachers and students expressed a high level of dissatisfaction with facilities for student leisure.

5. High dissatisfaction was expressed with regard to the priority and the funding which the Board gives to equipment and facility improvement. As mentioned earlier, this is at least in part the result of the largest school in the Division not yet being renovated.

General

1. Small school size was seen to have a positive influence on interpersonal relations among students and teachers and students, but was seen to have a negative effect on school programs.

Recommendations

It is recommended that the Board and central office administration:

1. Continue to search for innovative ways to expand high school programs. Fine arts and vocational courses should be a priority of any expansion plan, along with other special interest courses.
2. Conduct a review of the second languages program to determine the reasons for the low rating given by parents and students and, subsequently, seek ways to improve the delivery of these courses.
3. Give increased priority to developing a system-side plan for the gifted and talented program.

4. Pursue the possibility of expanding special education services beyond the elementary level in all schools and, where such does not exist at this time, to all elementary students.
5. Review current counselling services and seek ways to expand these to all schools.
6. Review the channels of communication between the Board and the public with the aim of improving upon what presently exists.
7. Spend more time in schools to provide opportunities for teacher and student input on an informal basis. A very concerted effort should be made to improve communication between all groups.
8. Pursue ways in which to improve relations between trustees and teachers, as well as between central office administrators and teachers.

It is recommended that the Board:

9. Give consideration to improving facilities for student leisure. No expensive ventures are being suggested, only upgrading of existing areas.
10. Seek ways to provide funding for equipment and/or resource improvement, this being applicable to all courses.
11. Outline a long-range plan for the completion of school renovations and, subsequently, address lighting, heating, and ventilation.

It is recommended that school administrators and their respective staff:

12. Review their school programs and investigate ways to expand these. Meeting with students to determine the reasons for the low rating given to fine arts programs could serve as an appropriate starting point from which to begin rectifying problems which exist.
13. Review school rules periodically to make certain that they "fit" the age and maturity level of students.
14. Spend more time with students on an informal basis, discussing matters not necessarily related to school, particularly in junior and senior high.
15. Search for ways to make advisory councils more influential and pro-active.
16. Introduce programs that actively involve students in enhancing school appearance.
17. Give priority to the development and implementation of gifted and talented programs in accordance with provincial directions.
18. Develop an action plan addressing the low student morale. Students' perceptions of unfair rules and lack of respect shown them by teachers must be addressed.

Conclusion

Chapter V presented the themes which arose from analysis of the data followed by recommendations arising from the findings.

Data derived from the survey indicate a relatively high level of satisfaction with schools in the Spirit River School Division. The overall tone of the comments and the numerical analysis clearly suggest that the Spirit River School Division has much to be proud of. There is no doubt that there is room for improvement in a number of areas, as elaborated upon in the previous sections. Of major significance, however, is the fact that such recommended improvements would be built onto an already existing, healthy foundation.

CHAPTER VI

SUMMARY OF THE STUDY

This chapter briefly outlines the purpose of the study, the methodology, and the findings. Some personal reflections are shared, along with the implications for practice and further research.

Purpose of the Study

The purpose of the study was to determine the satisfaction levels of parents, students, and teachers with the four facets of school operation. Specifically, the study sought to determine satisfaction of each of the three publics with curriculum and instruction, communication, school climate, and facilities. The data collected in this study could be of value to all stakeholders interested in building upon the apparent strong foundation which already exists in the Spirit River School Division. Once the focus of the study was determined, a methodology was selected, based on its suitability to the nature of the study.

Methodology of the Study

In the process of attempting to establish some measure of satisfaction levels, quantitative research was conducted. A survey instrument was developed consisting of Likert-type (rating) questions and open-ended questions, the latter allowing for respondents' input in addition to responses to questions selected by the researcher. The data from both sections were analyzed by category for each of the three groups of respondents, with themes consequently arising from the analysis.

Reporting the Findings

The findings were reported in Chapters IV and V. An analysis of all data was presented in Chapter IV, themes which emerged from the data and the recommendations which resulted from the findings appear in Chapter V.

A numeric analysis of responses to the rating questions was conducted using the University of Alberta computer system to calculate frequencies, mean ratings, and to identify significant differences. The analysis of the data from each group was conducted separately. The responses were then analyzed for the four areas of operation. All data gathered are presented in Appendices D, E, and F, and in Figures 2 through 7. Tables 2, 3, and 4 were prepared to present the reader with some indication

of the satisfaction frequencies of each group on each of the variables appearing on the questionnaires and mean ratings on each of the four categories of variables. All these were discussed in the main body of the text.

Responses to the open-ended questions were reported, under five headings, for each group of participants in the study. Following this analysis, Chapter V outlined the themes which emerged from the analysis. To present these again would only be redundant; suffice it to say at this point that the level of satisfaction was relatively high. There were a number of areas identified which definitely require the attention of those responsible for the education of the students in this jurisdiction.

The 18 recommendations which followed were derived from the respondents' perceptions of strengths and weaknesses in the system. Action on these recommendations, in sum or in part, would increase the likelihood of raising the levels of satisfaction of all three publics.

Personal Reflections

As the study neared completion, this researcher began to reflect upon the findings and the themes which had subsequently emerged from them; he found himself making comparisons to his own experiences during his years as teacher and school administrator. Much of what emerged in

the study served to confirm his position on what is of utmost importance to the effective functioning of schools. Other findings, both from previous research and from this study, led to the development of further insight into matters which impacted upon perceptions that the stakeholders had of what constitutes good education.

It was this researcher's experience that adequate and meaningful communication among all those involved in the education process was a high priority of schools which had a high success rate in fulfilling their roles. Communication leads to greater understanding of what is being done and why it is being done, thereby eliminating misconceptions and even possible suspicion. The school in which student opinions are heard and where parents are informed of school programs and have opportunities to express their views about educational matters tends to maintain considerable cohesiveness and support. Where teachers feel that they play an influential part in the decision-making process, they feel that it is indeed incumbent upon them to work toward these mutually set goals. Likewise, at the system level, it is important that channels are available for public input and that the public is kept well informed of all that transpires. Upon reflection on this study, this researcher's sense of understanding how meaningful communication between all

stakeholders fosters support and reduces alienation was enhanced.

Another insight gained pertained to the very high value placed by students and parents on the caring atmosphere within schools. Student interactions with teachers, the individual attention given, fairness of rules, openness to student ideas, and overall concern with student welfare were found to be very critical to promoting a feeling of well being. In my own experience, caring resulted in everyone working together toward the same goal with a high degree of enthusiasm. Ultimately, everyone involved -- students, teachers, and parents -- feel a high sense of satisfaction and accomplishment. Referring specifically to classroom climate, support for the knowledge gained from this researcher's experiences is evident in past research. The report entitled "An Evaluation of the McRel Effective Schools Program" (1985), an evaluation of the Denver effective schools program, concluded that learning can be facilitated through establishing climates that stimulate student attitudes toward learning and that communicate a sense of student control over their own destiny.

Through reflection on this study and by comparing it to past experience and research, this researcher gained further insight into the very vital role of school principals. A significant portion of the variables

addressed in the questionnaire are invariably the responsibility of school administrators. The emphasis which the school places on basic skills and academic achievement, the role of the home in promoting student achievement, and the specific goals of schools are but a few. Students', parents', and teachers' perceptions of a school are in large part perceptions of the effectiveness of the principal. This conclusion is perhaps most strongly supported by Sergiovanni (1987) in his elaboration on the five forces of principal leadership. Rutherford (1986) concurs when he points out that it is the principal's vision for his/her school which guides the goals and expectations of the teachers and students within that school. Although everyone has a part to play in working toward the accomplishment of the school's mission, it is the principal who provides the major source of energy. The tasks facing a principal are numerous and complex, hence there must be a wholeness of purpose common to all participants in the process.

In more general terms, the researcher reflected on how the research questions related to previous studies. Edmonds (1982), Sweeney (1982), and Sergiovanni (1987) discuss the critical role of principals in establishing a positive school climate. Purkey and Smith (1983) and Reid et al. (1987) expound extensively the elements associated with favorable school climates. Rutter (1979) and Squires

et al. (1983) endeavored to show the relationship between teacher planning and management and effective instruction. Agreement was noted between the present thesis and the work of Brookover et al. (1982) with regard to instructional practices in effective classrooms. Priftis (1984) and Fleming (1984) commented on the positive impact of communication with parents pertaining to achievement and behavior in school. As has been indicated earlier, Bowers and Burkett (1988) reinforce the view that facilities and resources are viewed as factors contributing to enhancement of school programs. Evidence of the key roles of local school boards, as indicated by Danzberger et al. (1987), is made note of in this study.

Reflection upon this study and its comparison to the findings of past research, as well as to the researcher's personal experiences, indeed strengthened, confirmed, and added to what were presumed to be the most significant attributes of effective schools for all stakeholders. There were few surprises; there were numerous affirmations.

Implications of the Study

Based on the findings of this study, the following implications were developed:

1. System level administration (central office and school board) is the crucial agent for school improvement. Careful planning can produce results. Without direction and support from the above-mentioned administration levels, significant changes are highly unlikely.
2. A high priority must be given to relationships. One key factor comprises meaningful communication through regular and frequent involvement. This involvement of parents and students at various levels leads to the development of a more thorough understanding and, consequently, support, the latter being the result of a feeling of ownership in the school's program and activities.
3. Effective schools encourage student participation in the development of a sense of identity, resulting in satisfaction with the system. Low morale and student alienation can be addressed through student representation in policy making.
4. Teachers must have the opportunity and the channels for "feeding" into the system. This, then, generates an allegiance with the system of which they are a part.

Again, this feeling of ownership can produce positive results.

5. Goals for expanding school programs can provide a focus for central office administration and the school board. Small gains are significant, as they ultimately lead to larger benefits.

The areas of concern expressed by the three groups of stakeholders are serious -- they must be addressed. The onus cannot be on one person or one group to take responsibility for improving the status quo. The requisition comprises a total team effort: leadership at the system level and support from all other stakeholders.

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APPENDIX A

STUDENT QUESTIONNAIRE

SATISFACTION LEVELS SURVEY

STUDENT QUESTIONNAIRE

Your responses to the statements in this questionnaire will assist me with understanding student levels of satisfaction with the four facets of school operation.

Please respond to each statement according to the instructions provided in each part of the questionnaire. Answer each part as accurately as you can.

Do not write your name on the questionnaire as all respondents must remain anonymous. When you have completed it, place the questionnaire in the envelope provided, seal it, and return it to your teacher.

Thank you for completing the questionnaire. Your assistance is much appreciated.

Please circle the response which best describes how satisfied you are with each of the following as these relate to the program and operation of the school which you attend.

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

CURRICULUM AND INSTRUCTIONS

How satisfied are you with:	N/A	HD	D	N	S	HS	For Office Use Only
1. what you are learning in school?	0	1	2	3	4	5	5
2. the emphasis placed by the school on learning?	0	1	2	3	4	5	6
3. the extent to which you can take courses which are of special interest to you?	0	1	2	3	4	5	7
4. the way in which the school is helping you to prepare for your next year of schooling?	0	1	2	3	4	5	8
5. the way in which the school program is preparing you for future employment?	0	1	2	3	4	5	9
6. how your teachers are helping you to learn?	0	1	2	3	4	5	10
7. the extra-curricular activities (sports, plays, concert, etc.) which are available?	0	1	2	3	4	5	11
8. how well are you learning to study?	0	1	2	3	4	5	12
9. the amount and kind of home work which you are assigned?	0	1	2	3	4	5	13
10. the special education services offered in your school?	0	1	2	3	4	5	14
11. the gifted and talented programs offered in your school?	0	1	2	3	4	5	15
12. the library program offered to students?	0	1	2	3	4	5	16
13. guidance and counselling services at your school?	0	1	2	3	4	5	17
14. the average size of class in which you are enrolled?	0	1	2	3	4	5	18

PLEASE RESPOND TO #15 AND #16 DEPENDING UPON WHETHER YOU HAVE SUFFICIENT KNOWLEDGE ABOUT THE GRADES 1-6 PROGRAM OR THE GRADES 7-12 PROGRAM

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

N/A HD D N S HS For Office Use Only

How satisfied are you with:

15. the content and quality of instruction in each of these subjects in the elementary school grades (Gr. 6):

a)	reading?	0 1 2 3 4 5	19
b)	language and writing?	0 1 2 3 4 5	20
c)	social studies?	0 1 2 3 4 5	21
d)	science?	0 1 2 3 4 5	22
e)	mathematics?	0 1 2 3 4 5	23
f)	second languages?	0 1 2 3 4 5	24
g)	fine arts?	0 1 2 3 4 5	25
h)	physical education?	0 1 2 3 4 5	26

16. the content and quality of each of these high school programs or courses (Gr. 7-12):

a)	English or Language Arts?	0 1 2 3 4 5	27
b)	mathematics?	0 1 2 3 4 5	28
c)	sciences?	0 1 2 3 4 5	29
d)	social studies?	0 1 2 3 4 5	30
e)	physical education?	0 1 2 3 4 5	31
f)	second languages?	0 1 2 3 4 5	32
g)	fine arts?	0 1 2 3 4 5	33
h)	home economics?	0 1 2 3 4 5	34
i)	industrial education?	0 1 2 3 4 5	35
j)	business education?	0 1 2 3 4 5	36
k)	work experience?	0 1 2 3 4 5	37

COMMENTS

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

COMMUNICATIONS AND INFORMATION

How satisfied are you with:

		N/A	HD	D	N	S	HS	For Office Use Only
17.	the feedback the school gives you about your assignments and tests?	0	1	2	3	4	5	38
18.	the way in which the school reports to you about your work?	0	1	2	3	4	5	39
19.	the way in which the school reports to your parents about your work?	0	1	2	3	4	5	40
20.	the opportunities available for you to become involved in school activities?	0	1	2	3	4	5	41
21.	the opportunities provided for you to express your views about the educational program offered by the school?	0	1	2	3	4	5	42

COMMENTS

_____

_____

_____

SCHOOL CLIMATE

How satisfied are you with:

22.	the availability of someone on the teaching staff that you "can talk to"?	0	1	2	3	4	5	43
23.	the interest which you have in your school work?	0	1	2	3	4	5	44
24.	the enthusiasm teachers have for their work?	0	1	2	3	4	5	45
25.	the amount of individual attention which teachers give you?	0	1	2	3	4	5	46
26.	the respect teachers have for you?	0	1	2	3	4	5	47
27.	the interest which you have in participating in school activities?	0	1	2	3	4	5	48
28.	the extent of teacher participation in school activities?	0	1	2	3	4	5	49
29.	the way in which student discipline is handled in the school?	0	1	2	3	4	5	50
30.	the rules which students are expected to follow?	0	1	2	3	4	5	51

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

	N/A	HD	D	N	S	HS	For Office Use Only
31. the level of student morale in the school?	0	1	2	3	4	5	52
32. the amount of attention which teachers give to students' opinions?	0	1	2	3	4	5	53
33. the way in which students and teachers relate to each other?	0	1	2	3	4	5	54
34. the way in which students relate to each other?	0	1	2	3	4	5	55
35. the support you receive from the principal and vice-principal?	0	1	2	3	4	5	56
36. the contribution which the school makes to community life?	0	1	2	3	4	5	57

COMMENTS

_____

_____

_____

FACILITIES

How satisfied are you with:

37. the design and appearance of the school building?	0	1	2	3	4	5	58
38. the quality of lighting, heating and ventilation in the school?	0	1	2	3	4	5	59
39. the quality of cleaning and general upkeep of the building?	0	1	2	3	4	5	60
40. the safety of the school building?	0	1	2	3	4	5	61
41. the safety of the schoolgrounds and recreational or play equipment?	0	1	2	3	4	5	62
42. the instructional resources (book, maps, a/v equipment, etc.) available in the school?	0	1	2	3	4	5	63
43. the school library?	0	1	2	3	4	5	64
44. the gymnasium facilities?	0	1	2	3	4	5	65
45. the facilities for student leisure (lunch rooms, cafeteria, lounges, etc.)?	0	1	2	3	4	5	66
46. the general adequacy of the building for the kind of educational program offered?	0	1	2	3	4	5	67
47. the transportation services provided for students?	0	1	2	3	4	5	68

COMMENTS

_____
_____
_____

PART B

1. What do you like best about your school?

_____
_____
_____

2. What do you think is the most pressing problem facing your school?

_____
_____
_____

3. Are there areas of the school program that should receive less emphasis?

_____
_____
_____

4. Are there areas of the school program that should receive more emphasis>

_____
_____
_____

PART C

Please give us the following information about yourself. This is only for the purpose of providing information about the people who have responded to the questionnaire. It will not be used for identifying the individual respondents.

	For Office Use Only
1. What grade are you in this year?_____	69-70
2. How many grades have you completed at this school?_____	71-72
3. Do you plan to go to this school until you complete grade twelve?	73

Yes _____
No _____
Undecided _____

APPENDIX B

PARENT QUESTIONNAIRE

SATISFACTION LEVELS SURVEY

PARENT QUESTIONNAIRE

Your responses to the statements in this questionnaire will assist me with understanding parent levels of satisfaction with the four facets of school operation.

Please respond to each statement according to the instructions provided in each part of the questionnaire. Answer each part as accurately as you can.

Do not write your name on the questionnaire as all respondents must remain anonymous. When you have completed it, place the questionnaire in the self-addressed, stamped envelope provided, seal it, and mail it to me by April 6th.

Thank you for completing the questionnaire. Your assistance is much appreciated.

Please circle the response which best describes how satisfied you are with each of the following as these relate to the program and operation of the school which your child attends. If you have more than one child at the school, and if you are completing one questionnaire, and if your response might differ according to which child you have in mind, please make a judgement as to which response best indicates your general level of satisfaction with the item.

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

CURRICULUM AND INSTRUCTION

How satisfied are you with:	N/A	HD	D	N	S	HS	For Office Use Only
1. the education which your child is receiving?	0	1	2	3	4	5	5
2. the emphasis placed by the school on basic skills and academic achievement?	0	1	2	3	4	5	6
3. the variety and number of courses available?	0	1	2	3	4	5	7
4. the way in which the school program has prepared your child for the next year of schooling?	0	1	2	3	4	5	8
5. the way in which the school program is preparing your child for future employment?	0	1	2	3	4	5	9
6. the effectiveness of the teachers in the school?	0	1	2	3	4	5	10
7. the extra-curricular activities (sports, plays, concert, etc.), which are available to the students?	0	1	2	3	4	5	11
8. the study habits which are being promoted by the school?	0	1	2	3	4	5	12
9. the amount and kind of homework which your child is assigned?	0	1	2	3	4	5	13
10. the special education services offered in your school?	0	1	2	3	4	5	14
11. the gifted and talented program offered in your school?	0	1	2	3	4	5	15
12. the average size of class in which your child is enrolled?	0	1	2	3	4	5	16
13. the library program offered to students?	0	1	2	3	4	5	17
14. guidance and counselling services at your school?	0	1	2	3	4	5	18

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

PLEASE RESPOND TO #15 and #16 DEPENDING UPON WHETHER YOU HAVE SUFFICIENT KNOWLEDGE ABOUT THE GRADES 1-6 PROGRAM, THE GRADES 7-12 PROGRAM OR BOTH.

How satisfied are you with:	N/A	HD	D	N	S	HS	For Office Use Only
15. the content and quality of instruction in each of these subjects in the elementary and junior high school grades:							
a) reading?	0	1	2	3	4	5	19
b) language and writing?	0	1	2	3	4	5	20
c) social studies?	0	1	2	3	4	5	21
d) science?	0	1	2	3	4	5	22
e) mathematics?	0	1	2	3	4	5	23
f) second languages?	0	1	2	3	4	5	24
g) fine arts?	0	1	2	3	4	5	25
h) physical education?	0	1	2	3	4	5	26
16. the content and quality of each of these high school programs or courses:							
a) English or Language Arts?	0	1	2	3	4	5	27
b) mathematics?	0	1	2	3	4	5	28
c) sciences?	0	1	2	3	4	5	29
d) social studies?	0	1	2	3	4	5	30
e) physical education?	0	1	2	3	4	5	31
f) second languages?	0	1	2	3	4	5	32
g) fine arts?	0	1	2	3	4	5	33
h) home economics?	0	1	2	3	4	5	34
i) industrial education?	0	1	2	3	4	5	35
j) business education?	0	1	2	3	4	5	36
k) work experience?	0	1	2	3	4	5	37

COMMENTS

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

COMMUNICATIONS AND INFORMATION

How satisfied are you with:

	N/A	HD	D	N	S	HS	For Office Use Only
17. the amount of information you receive from the school about your child's progress?	0	1	2	3	4	5	38
18. the quality of parent-teacher interviews?	0	1	2	3	4	5	39
19. the opportunities provided for you to learn about the school's program?	0	1	2	3	4	5	40
20. the opportunities available for you to become involved in school activities?	0	1	2	3	4	5	41
21. the opportunities provided for you to express your views about educational programs offered by the school?	0	1	2	3	4	5	42
22. the manner in which parental concerns are dealt with?	0	1	2	3	4	5	43
23. the role of local advisory councils?	0	1	2	3	4	5	44
24. the level of information about the school system provided?	0	1	2	3	4	5	45
25. the flow of information between Board of Education members and the public?	0	1	2	3	4	5	46

COMMENTS

_____

_____

_____

SCHOOL CLIMATE

How satisfied are you with:

26. the interest which your child has in his/her school work?	0	1	2	3	4	5	47
27. the enthusiasm teachers have for their work?	0	1	2	3	4	5	48
28. the amount of individual attention which teachers give your child?	0	1	2	3	4	5	49
29. the caring which teachers give your child?	0	1	2	3	4	5	50
30. the interest which your child has in participating in school activities?	0	1	2	3	4	5	51
31. the extent of teacher participation in school activities?	0	1	2	3	4	5	52

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

	N/A	HD	D	N	S	HS	For Office Use Only
32. the way in which student discipline is handled in the school?	0	1	2	3	4	5	53
33. the rules which students are expected to follow?	0	1	2	3	4	5	54
34. the level of student morale in the school?	0	1	2	3	4	5	55
35. the way in which student ideas are received by teachers?	0	1	2	3	4	5	56
36. the interactions between you and your child's teacher(s)?	0	1	2	3	4	5	57
37. the contribution which the school makes makes the community life?	0	1	2	3	4	5	58

COMMENTS

_____

_____

_____

FACILITIES

How satisfied are you with:

38. the design and appearance of the school building?	0	1	2	3	4	5	59
39. the quality of lighting, heating and ventilation in the school?	0	1	2	3	4	5	60
40. the quality of cleaning and general upkeep of the building?	0	1	2	3	4	5	61
41. the safety of the school building?	0	1	2	3	4	5	62
42. the safety of the schoolgrounds and recreation or play equipment?	0	1	2	3	4	5	63
43. the instructional resources (texts, maps, a/v equipment) available in the school?	0	1	2	3	4	5	64
44. the school library?	0	1	2	3	4	5	65
45. the gymnasium facilities?	0	1	2	3	4	5	66
46. the facilities for student leisure (lunch rooms, lounges, cafeteria, etc.)	0	1	2	3	4	5	67
47. the general adequacy of the building for the kind of educational program offered?	0	1	2	3	4	5	68
48. the priority which the board gives to equipment and facilities?	0	1	2	3	4	5	69

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

	N/A	HD	D	N	S	HS	For Office Use Only
49. the adequacy of funding available for improvements to the school building, facilities and equipment?	0	1	2	3	4	5	70
50. the transportation services provided for students?	0	1	2	3	4	5	71

COMMENTS

_____

_____

_____

PART B

1. What do you appreciate most about your school?

_____

_____

_____

2. What do you think is the most pressing problem facing your school?

_____

_____

_____

3. Are there areas of the school program that should receive less emphasis?

_____

_____

_____

4. Are there areas of the school program that should receive more emphasis?

_____

_____

_____

PART C

Please give us the following information about yourself. This is only for the purpose of providing information about the people who have responded to the questionnaire. It will not be used for identifying the individual respondents.

For Office Use Only

1. How many children do you have at the school? — 72
   - one _____
   - two or more _____

2. In what grade(s) are your children?
   - grades 1-6 _____ — 73
   - grades 7-9 _____ — 74
   - grades 10-12 _____ — 75

3. How many years have you lived in this community? — 76-77

4. For how many years have you had children attending the school? — 78
   - one year or less _____
   - two to five years _____
   - more than five years _____

5. Are any of your children in a home-room with more than one grade? — 79
   - yes _____
   - no _____

APPENDIX C

TEACHER QUESTIONNAIRE

SATISFACTION LEVELS SURVEY

TEACHER QUESTIONNAIRE

Your responses to the statements in this questionnaire will assist me with understanding teacher levels of satisfaction with the four facets of school operation.

Please respond to each statement according to the instructions provided in each part of the questionnaire. Answer each part as accurately as you can.

Do not write your name on the questionnaire as all respondents must remain anonymous. When you have completed it, place the questionnaire in the self-addressed envelope provided, seal it, and return it to the school secretary by April 9th or place it in the box provided for questionnaires at each school.

Thank you for completing the questionnaire. Your assistance is much appreciated.

Please circle the response which best describes how satisfied you are with each of the following as these relate to the program and operation of your school.

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

CURRICULUM AND INSTRUCTION

How satisfied are you with:	N/A	HD	D	N	S	HS	For Office Use Only
1. the education which your students are receiving?	0	1	2	3	4	5	5
2. the emphasis placed by the school on basic skills and academic achievement?	0	1	2	3	4	5	6
3. the breadth and variety in the educational program in terms of elective and optional courses available?	0	1	2	3	4	5	7
4. the way in which the school program is preparing students for the next year of schooling?	0	1	2	3	4	5	8
5. the way in which the school program is preparing students for future employment?	0	1	2	3	4	5	9
6. the effectiveness of the teachers in the school?	0	1	2	3	4	5	10
7. the extra-curricular activities (sports, plays, concert, etc.) which are available to the students?	0	1	2	3	4	5	11
8. the study habits which are being promoted by the school?	0	1	2	3	4	5	12
9. the amount and kind of home work which students are assigned?	0	1	2	3	4	5	13
10. the special education services offered in the school?	0	1	2	3	4	5	14
11. the program for the gifted and talented?	0	1	2	3	4	5	15
12. the library program offered to students?	0	1	2	3	4	5	16
13. the average class size which you teach?	0	1	2	3	4	5	17
14. guidance and counselling services at the school?	0	1	2	3	4	5	18

COMMENTS

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

N/A HD D N S HS For Office Use Only

COMMUNICATIONS AND INFORMATION

How satisfied are you with:

15. the amount of information which is provided to parents about their child's progress?	0 1 2 3 4 5	19
16. the quality of parent-teacher interviews?	0 1 2 3 4 5	20
17. the opportunities provided for parents to learn about the school's program?	0 1 2 3 4 5	21
18. the impact of your contributions on school decisions?	0 1 2 3 4 5	22
19. the impact of your contributions on system decisions?	0 1 2 3 4 5	23
20. the opportunity provided for teachers to express their views about the educational program offered by the school?	0 1 2 3 4 5	24
21. the channels open for teacher concerns at the school level?	0 1 2 3 4 5	25
22. the channels open for teacher concerns at the system level?	0 1 2 3 4 5	26
23. the role of local advisory councils?	0 1 2 3 4 5	27
24. the level of information about the school system provided?	0 1 2 3 4 5	28
25. the flow of information between Board of Education members and the public?	0 1 2 3 4 5	29

COMMENTS

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

SCHOOL CLIMATE

How satisfied are you with:

	N/A	HD	D	N	S	HS	For Office Use Only
26. the parental support you receive?.....	0	1	2	3	4	5	30
27. your specific teaching assignment (no. of subjects, size of classes, no. of grades/classes taught)?.....	0	1	2	3	4	5	31
28. the assistance which you receive to help you cope with the demands of your assignment?.....	0	1	2	3	4	5	32
29. the extent to which the school makes learning an exciting experience for students?.....	0	1	2	3	4	5	33
30. the enthusiasm teachers have for their work?.....	0	1	2	3	4	5	34
31. the interest which students have in participating in school activities?.....	0	1	2	3	4	5	35
32. the extent of teacher participation in school activities?.....	0	1	2	3	4	5	36
33. the way in which student discipline is handled in the school?.....	0	1	2	3	4	5	37
34. the rules which students are expected to follow?.....	0	1	2	3	4	5	38
35. the level of student morale in the school?.....	0	1	2	3	4	5	39
36. the way in which student ideas are received by teachers?.....	0	1	2	3	4	5	40
37. the interactions between teacher and students?.....	0	1	2	3	4	5	41
38. the interactions between staff members?..	0	1	2	3	4	5	42
39. the relations between teachers and school administrators?.....	0	1	2	3	4	5	43
40. the relations between teachers and central office administrators?.....	0	1	2	3	4	5	44
41. the relations between teachers and the Board of Education?.....	0	1	2	3	4	5	45
42. the contribution which the school makes to community life?.....	0	1	2	3	4	5	46

COMMENTS

_____

_____

_____

Not Applicable (no information) (N/A)	Highly Dissatisfied (HD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Highly Satisfied (HS)
0	1	2	3	4	5

FACILITIES

How satisfied are you with:

	N/A	HD	D	N	S	HS	For Office Use Only
43. the design and appearance of the school building?	0	1	2	3	4	5	47
44. the quality of lighting, heating and ventilation in the school?	0	1	2	3	4	5	48
45. the quality of cleaning and general upkeep of the building?	0	1	2	3	4	5	49
46. the safety of the school building?	0	1	2	3	4	5	50
47. the safety of the schoolgrounds and recreational or play equipment?	0	1	2	3	4	5	51
48. the instructional resources available in the school?	0	1	2	3	4	5	52
49. the school library?	0	1	2	3	4	5	53
50. the gymnasium facilities?	0	1	2	3	4	5	54
51. the facilities for student leisure (lunch rooms, cafeteria, lounges, etc.)	0	1	2	3	4	5	55
52. the general adequacy of the building for the kind of educational program offered?	0	1	2	3	4	5	56
53. the priority which the board gives to equipment and facilities?	0	1	2	3	4	5	57
54. the adequacy of funding available for improvements to the school building, facilities and equipment?	0	1	2	3	4	5	58
55. the transportation services provided for students?	0	1	2	3	4	5	59

COMMENTS

PART B

1. What do you appreciate most about your school?

_____
_____
_____

2. What is the most pressing problem facing your school?

_____
_____
_____

3. Are there areas of the school program that should receive less emphasis?

_____
_____
_____

4. Are there areas of the school program that should receive more emphasis?

_____
_____
_____

PART C

For Office Use Only

1. Total years of teaching experience _____ 60-61
2. Number of years you have been in this school system _____ 62-63
2. In what grades do you have teaching assignments?
   - Grades 1 - 6 _____ 64
   - Grades 7 - 9 _____ 65
   - Grades 10 - 12 _____ 66
4. Do you have more than one grade in your classroom at any one time? 67
   1. yes _____ 2. no _____
   If yes, please elaborate

_____
_____
_____

APPENDIX D

PARENT RESPONSES

APPENDIX D

PARENTS

Spirit River School Division #47

Responses

CURRICULUM AND INSTRUCTION

Questions	% Satisfied	% Dissatisfied	Number Responding
1. The education which your child is receiving?	74.5	15.1	165
2. The emphasis placed by the school on basic skills and academic achievement?	69.9	15.0	166
3. The variety and number of courses available?	51.5	30.1	163
4. The way in which the school program has prepared your child for the next year of schooling?	64.6	15.3	164
5. The way in which the school program is preparing your child for future employment?	43.4	21.1	161
6. The effectiveness of the teachers in the school?	54.6	19.6	163
7. The extra-curricular activities (sports, plays, concerts, etc.) which are available to the students?	66.7	19.4	165
8. The study habits which are being promoted by the school?	54.2	20.1	164
9. The amount and kind of homework which your child is assigned?	62.4	15.8	165
10. The special education services offered in your school?	33.8	25.0	148
11. The gifted and talented program offered in your school?	19.4	40.3	129
12. The average size of class in which your child is enrolled?	59.8	18.9	164
13. The library program offered to students?	71.6	9.9	162
14. Guidance and counselling services at your school?	51.6	23.0	161

Figure 2

Content and Quality of Instruction
(Grade Six Students)

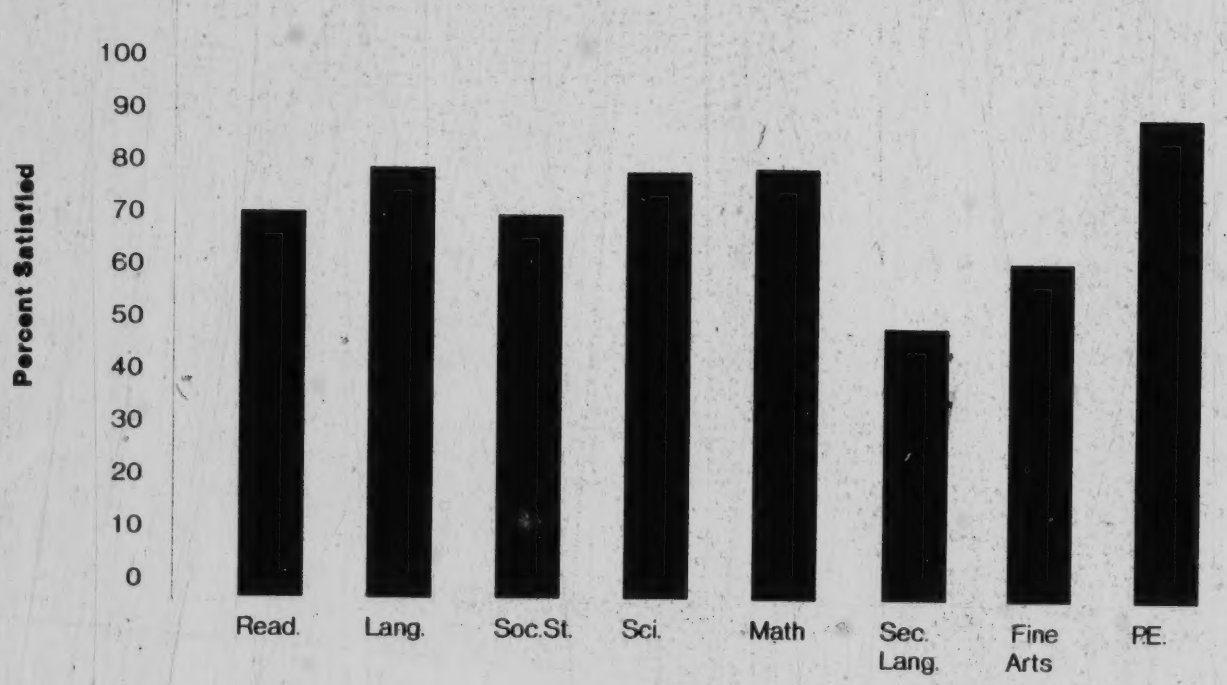


Figure 3

Content and Quality of Instruction
(Grade Eight Students)

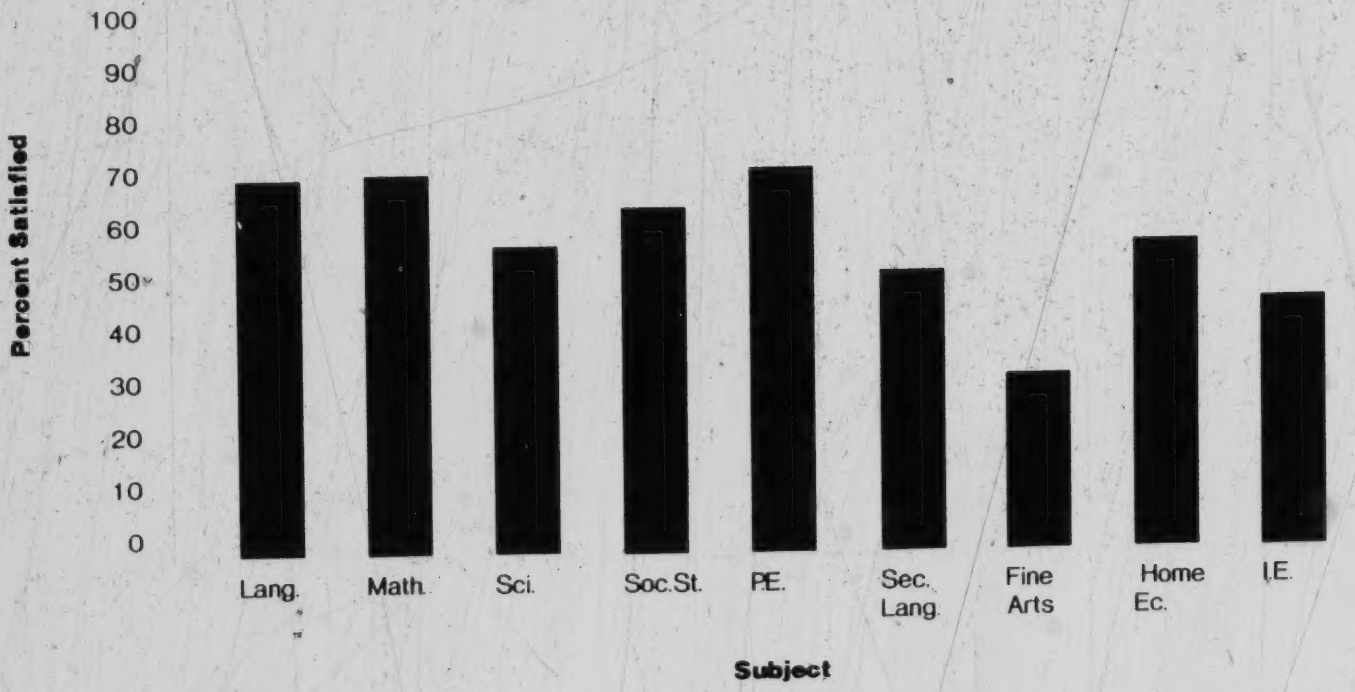
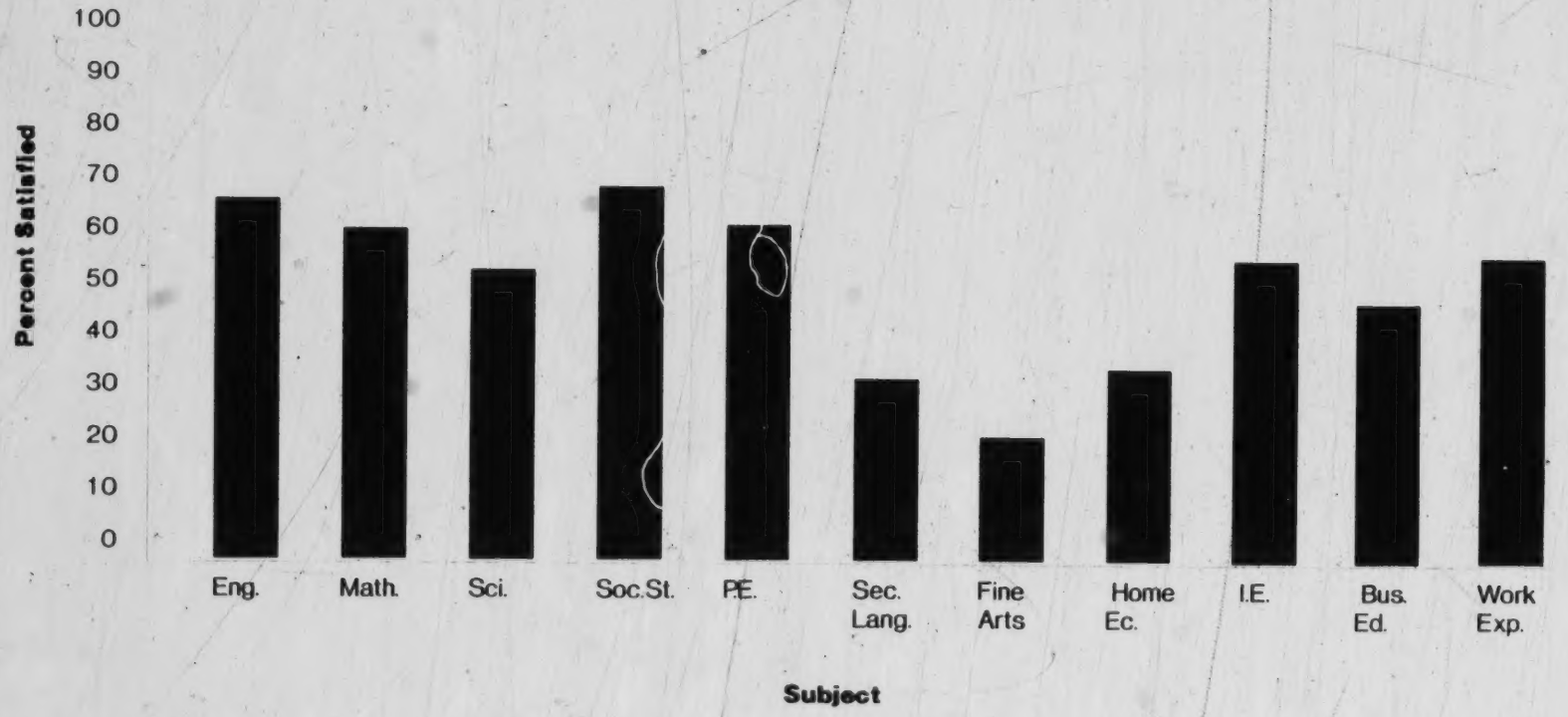


Figure 4

Content and Quality of Instruction
(Grades Ten and Eleven Students)



COMMUNICATIONS AND INFORMATION

Questions	% Satisfied	% Dissatisfied	No. Responding
17. The amount of information you receive from the school about your child's progress?	69.8	16.9	166
18. The quality of parent-teacher interviews?	70.5	16.0	163
19. The opportunities provided for you to learn about the school's program?	63.1	17.0	165
20. The opportunities available for you to become involved in school activities?	71.2	6.7	163
21. The opportunities provided for you to express your views about educational programs offered by the school?	50.3	26.3	163
22. The manner in which parental concerns are dealt with?	56.3	25.0	160
23. The role of local advisory councils?	41.1	12.8	141
24. The level of information about the school system provided?	47.2	21.4	159
25. The flow of information between Board of Education members and the public?	31.8	31.8	157

SCHOOL CLIMATE

Questions	% Satisfied	% Dissatisfied	No. Responding
26. The interest which your child has in his/her school work?	70.5	16.9	166
27. The enthusiasm teachers have for their work?	52.1	23.9	163
28. The amount of individual attention which teachers give your child?	52.2	22.3	161
29. The caring which teachers give your child?	60.0	18.1	160
30. The interest which your child has in participating in school activities?	77.5	11.0	164
31. The extent of teacher participation in school activities?	67.8	10.1	158
32. The way in which student discipline is handled in the school?	60.7	24.5	163
33. The rules which students are expected to follow?	76.7	11.0	163
34. The level of student morale in the school?	54.5	18.4	158
35. The way in which student ideas are received by teachers?	52.2	15.9	157
36. The interactions between you and your child's teacher(s)?	65.5	12.1	165
37. The contribution which the school makes to community life?	64.0	9.9	161

FACILITIES

Questions	% Satisfied	% Dissatisfied	No. Responding
38. The design and appearance of the school building?	73.3	7.3	165
39. The quality of lighting, heating and ventilation in the school?	22.1	61.3	163
40. The quality of cleaning and general upkeep of the building?	84.7	4.9	164
41. The safety of the school building?	84.0	16.0	156
42. The safety of the schoolgrounds and recreation or play equipment?	74.1	7.6	158
43. The instructional resources (texts, maps, a/v equipment) available in the school?	67.7	10.8	158
44. The school library?	72.0	10.6	161
45. The gymnasium facilities?	73.1	11.6	164
46. The facilities for student leisure (lunch rooms, lounges, cafeteria, etc.)?	48.7	25.3	154
47. The general adequacy of the building for the kind of educational program offered?	76.1	23.9	163
48. The priority which the board gives to equipment and facilities?	39.8	20.5	156
49. The adequacy of funding available for improvements to the school building, facilities and equipment?	33.3	34.7	150
50. The transportation services provided for students?	68.5	14.2	162

APPENDIX E

TEACHER RESPONSES

APPENDIX E
TEACHERS

Spirit River School Division #47
Responses

CURRICULUM AND INSTRUCTION

Questions	% Satisfied	% Dissatisfied	Number Responding
1. The education which your students are receiving?	89.5	10.5	57
2. The emphasis placed by the school on basic skills and academic achievement?	87.9	12.1	58
3. The breadth and variety in the educational program in terms of elective and optional courses available?	46.3	35.2	54
4. The way in which the school program is preparing students for the next year of schooling?	73.9	5.4	56
5. The way in which the school program is preparing students for future employment?	59.3	9.3	54
6. The effectiveness of the teachers in the school?	89.5	10.5	57
7. The extra-curricular activities (sports, plays, concerts, etc.) which are available to the students?	68.9	13.8	58
8. The study habits which are being promoted by the school?	60.4	21.1	57
9. The amount and kind of homework which your students are assigned?	66.0	7.1	56
10. The special education services offered in the school?	46.4	25	56
11. The program for gifted and talented?	19.6	49.0	51
12. The library program offered to students?	60.0	23.6	55
13. The average class size which you teach?	53.6	23.2	56
14. Guidance and counselling services at the school?	52.7	40.4	57

COMMUNICATIONS AND INFORMATION

Questions	% Satisfied	% Dissatisfied	Number Responding
15. The amount of information which is provided to parents about their child's progress?	87.7	1.8	57
16. The quality of parent-teacher interviews?	80.7	5.3	57
17. The opportunities provided for parents to learn about the school's program?	81.0	6.9	58
18. The impact of your contributions on school decisions?	66.7	7.0	57
19. The impact of your contributions on system decisions?	21.4	35.7	56
20. The opportunity provided for teachers to express their views about the educational program offered by the school?	70.7	15.5	58
21. The channels open for teacher concerns at the school level?	79.3	8.6	58
22. The channels open for teacher concerns at the system level?	36.8	35.1	57
23. The role of local advisory councils?	27.5	19.6	51
24. The level of information about the school system provided?	35.7	12.5	56
25. The flow of information between Board of Education members and the public?	20.0	45.5	55

SCHOOL CLIMATE

Questions	% Satisfied	% Dissatisfied	Number Responding
26. The parental support you receive?	63.8	15.5	58
27. Your specific teaching assignment (no. of subjects, size of classes, no. of grades/ classes taught)?	74.2	20.7	58
28. The assistance which you receive to help you cope with the demands of your assignment?	56.9	24.1	58
29. The extent to which the school makes learning an exciting experience for students?	67.2	8.6	58
30. The enthusiasm teachers have for their work?	74.6	10.2	59
31. The interest which students have in participating in school activities?	63.7	20.7	58
32. The extent of teacher participation in school activities?	67.2	13.8	58
33. The way in which student discipline is handled in the school?	79.3	10.3	58
34. The rules which students are expected to follow?	81.0	1.7	58
35. The level of student morale in the school?	59.7	21.1	57
36. The way in which student ideas are received by teachers?	77.2	5.3	57
37. The interactions between teacher and students?	84.5	1.7	58
38. The interactions between staff members?	71.2	13.6	59
39. The relations between teachers and school administrators?	78.0	11.9	59
40. The relations between teachers and central office administrators?	38.0	29.3	58
41. The relations between teachers and the Board of Education?	19.7	46.4	56
42. The contribution which the school makes to community life?	66.1	3.4	59

FACILITIES

Questions	% Satisfied	% Dissatisfied	Number Responding
43. The design and appearance of the school building?	54.3	32.2	59
44. The quality of lighting, heating and ventilation in the school?	47.5	44.1	59
45. The quality of cleaning and general upkeep of the building?	72.9	13.6	59
46. The safety of the school building?	79.6	1.7	59
47. The safety of the schoolgrounds and recreational or play equipment?	69.1	12.7	55
48. The instructional resources available in the school	52.5	30.5	59
49. The school library?	55.2	22.4	58
50. The gymnasium facilities?	66.7	19.3	57
51. The facilities for student leisure (lunch rooms, lounges, cafeteria, etc.)?	28.3	56.6	53
52. The general adequacy of the building for the kind of educational program offered?	50.9	25.4	59
53. The priority which the board gives to equipment and facilities?	19.3	49.1	57
54. The adequacy of funding available for improvements to the school building, facilities and equipment?	10.7	46.4	56
55. The transportation services provided for students?	67.8	13.6	59

APPENDIX F

STUDENT RESPONSES

APPENDIX F
STUDENTS

Spirit River School Division #47
Responses

CURRICULUM AND INSTRUCTION

Questions	% Satisfied	% Dissatisfied	Number Responding
1. What are you learning in school?	66.6	11.9	320
2. The emphasis placed by the school on learning?	56.6	8.5	318
3. The extent to which you take courses which are of special interest to you?	39.5	47.4	268
4. The way in which the school program is helping you prepare for your next year of schooling?	58.8	17.0	311
5. The way in which the school program is preparing you for future employment?	46.2	20.1	303
6. How your teachers are helping you to learn?	57.2	16.9	313
7. The extra-curricular activities (sports, plays, concerts, etc.) which are available?	62.6	16.9	313
8. How well you are learning to study?	41.6	20.3	310
9. The amount and kind of homework which you are assigned?	40.9	28.9	315
10. The special education services offered in your school?	29.3	21.0	252
11. The gifted and talented programs offered in your school?	26.3	37.6	229
12. The library program offered to students?	59.5	13.3	309
13. Guidance and counselling services at your school?	43.9	24.5	278
14. The average size of class in which you are enrolled?	70.4	9.5	315

Figure 5

Content and Quality of Instruction
(Parents of Grade Six Students)

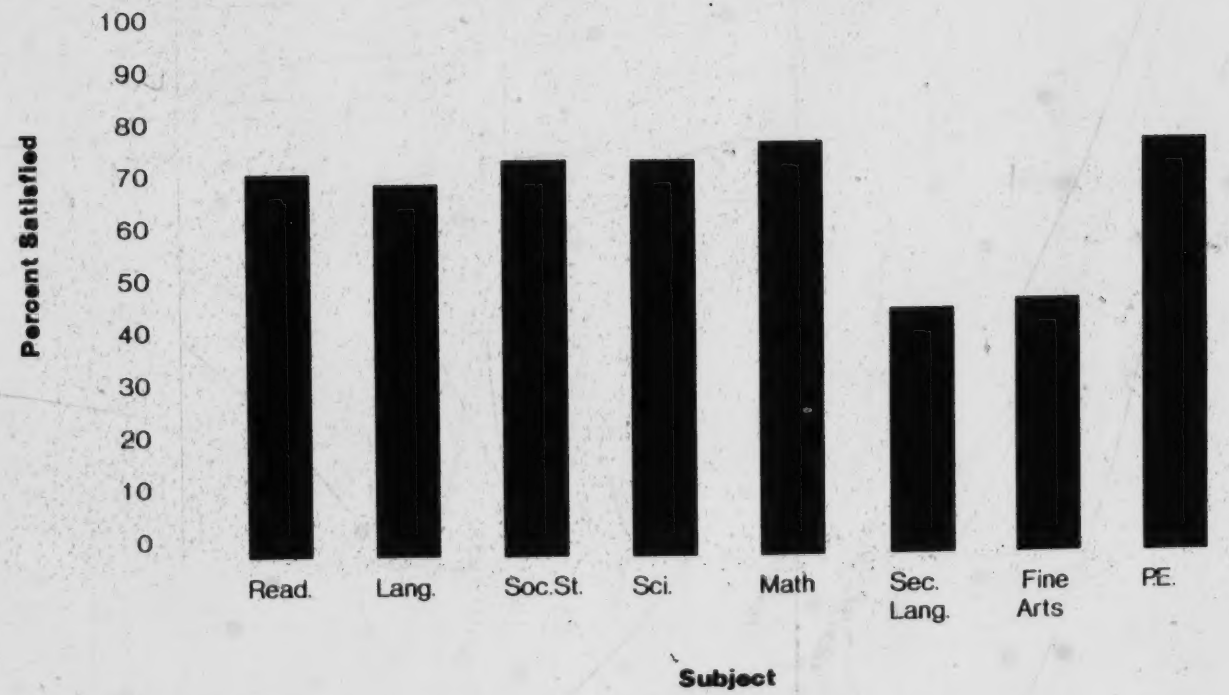


Figure 6

Content and Quality of Instruction
(Parents of Grade Eight Students)

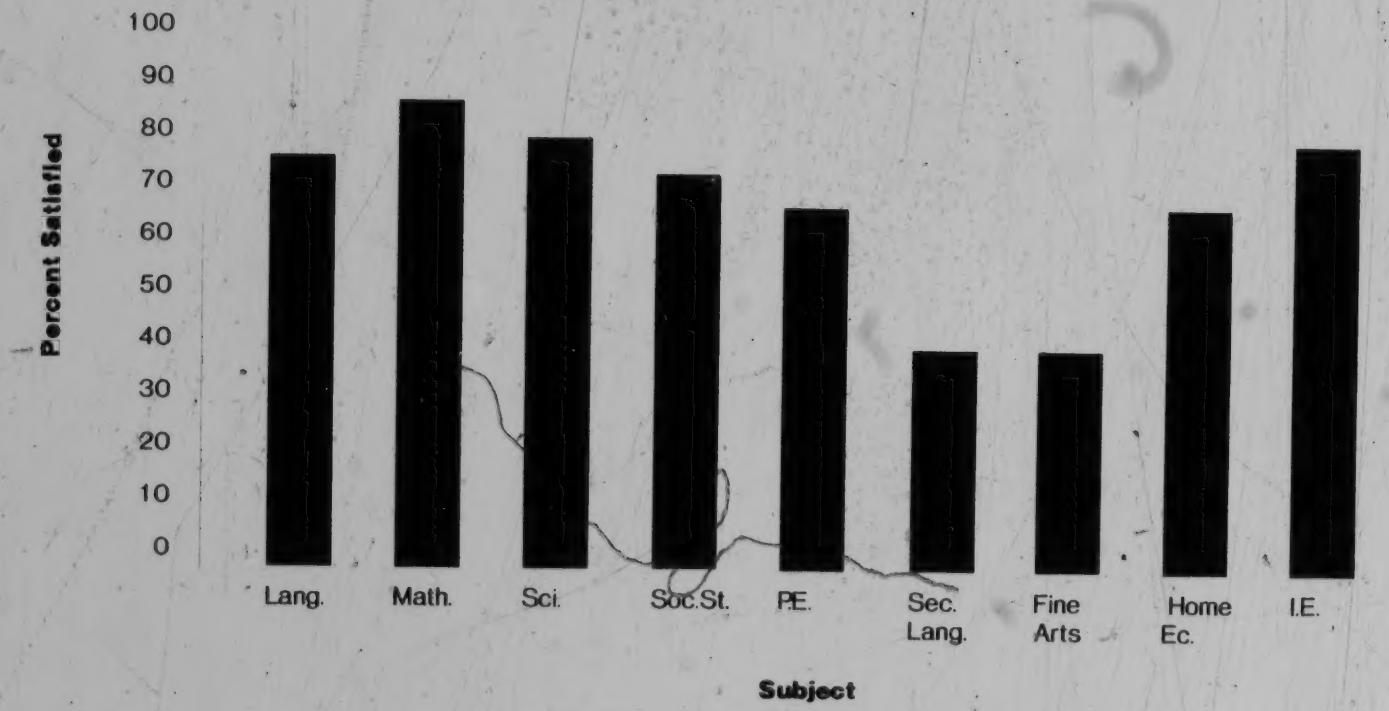
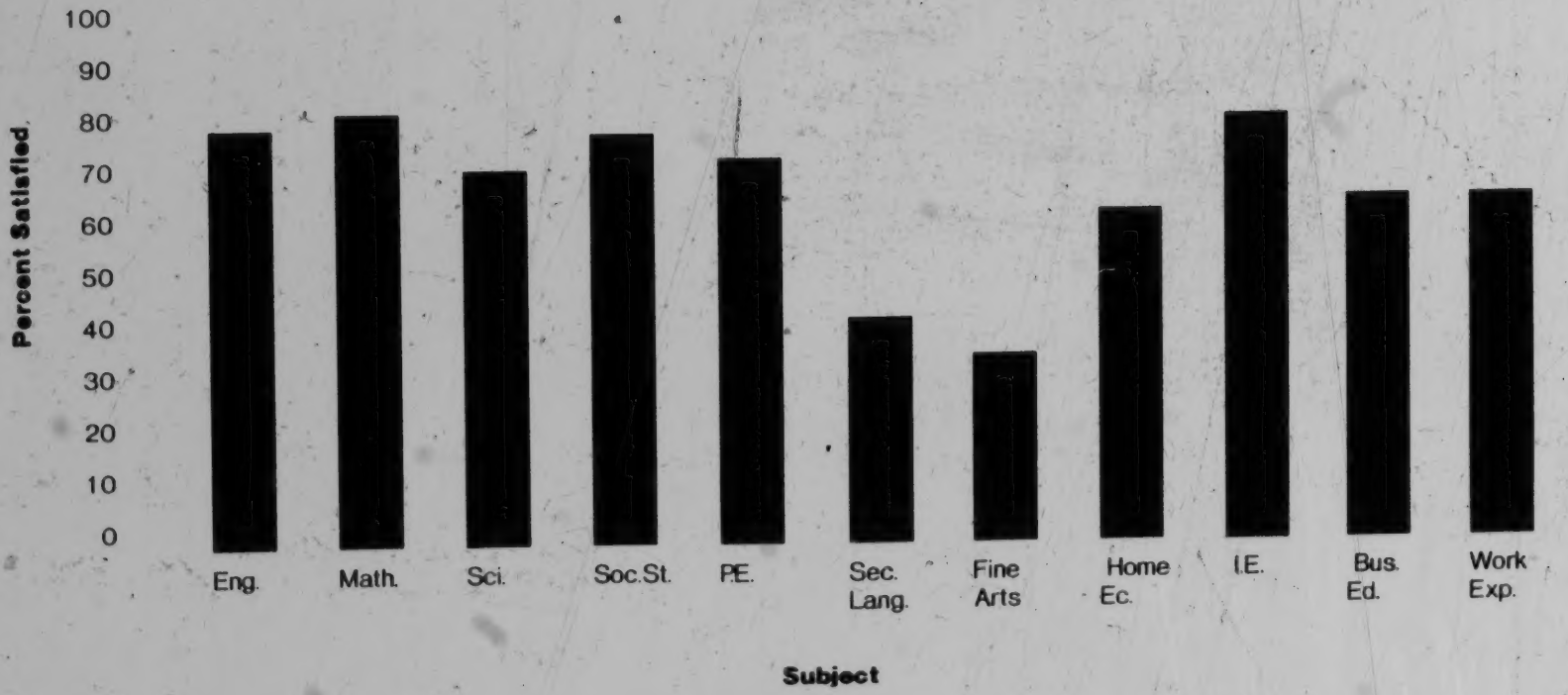


Figure 7

Content and Quality of Instruction
(Parents of Grades Ten and Eleven Students)



COMMUNICATIONS AND INFORMATION

Questions	% Satisfied	% Dissatisfied	Number Responding
17. The feedback the school gives you about your assignments and tests?	54.1	18.2	318
18. The way in which the school reports to you about your work?	48.5	18.6	318
19. The way in which the school reports to your parents about your work?	44.9	21.0	310
20. The opportunities available for you to become involved in school activities?	57.5	14.1	311
21. The opportunities provided for you to express your views about the educational program offered by the school?	24.9	39.7	305

SCHOOL CLIMATE

Questions	% Satisfied	% Dissatisfied	Number Responding
22. The availability of someone on the teaching staff that you "can talk to"?	52.2	22.0	309
23. The interest which you have in your school work?	46.5	25.5	318
24. The enthusiasm teachers for for their work?	46.7	22.2	315
25. The amount of individual attention which teachers give you?	42.5	23.6	313
26. The respect teachers have for you?	45.1	32.8	308
27. The interest which you have in participating in school activities?	60.0	13.7	315
28. The extent of teacher participation in school activities?	50.0	20.4	314
29. The way in which student discipline is handled in the school?	44.2	31.8	308
30. The rules which students are expected to follow?	42.1	27.8	316
31. The level of student morale in the school?	31.3	21.5	307
32. The amount of attention which teachers give to students' opinions?	41.3	33.4	320
33. The way in which students and teachers relate to each other?	45.8	24.6	317
34. The way in which students relate to each other?	70.7	11.9	318
35. The support you receive from the principal and vice-principal?	46.5	27.2	312
36. The contribution which the school makes to community life?	37.8	19.2	307

FACILITIES

Questions	% Satisfied	% Dissatisfied	Number Responding
37. The design and appearance of the school building?	48.2	36.0	317
38. The quality of lighting, heating and ventilation in the school?	44.5	37.9	319
39. The quality of cleaning and general upkeep of the building?	67.0	15.7	318
40. The safety of the school building?	68.0	11.4	315
41. The safety of the schoolgrounds and recreational or play equipment?	55.8	18.1	281
42. The instructional resources (books, maps, a/v equipment, etc.) available in the school?	48.0	24.5	319
43. The school library?	63.4	19.4	320
44. The gymnasium facilities?	58.8	23.6	318
45. The facilities for student leisure (lunch rooms, lounges, cafeteria, etc.)?	32.7	44.1	281
46. The general adequacy of the building for the kind of educational program offered?	43.1	18.3	311
47. The transportation services provided for students?	54.4	25.2	309